

MARIST



Undergraduate Programs
2016–2017

MARIST COLLEGE

2016 – 2017 Undergraduate Programs

QUESTIONS regarding admissions and information about Marist College
may be directed to the Office of Admission, Marist College,
3399 North Road, Poughkeepsie, New York 12601.

The telephone number is (845) 575-3226.

E-mail: admission@marist.edu

WWW: <http://www.marist.edu>

COMMUNICATION WITH THE COLLEGE

MAILING ADDRESS:

MARIST COLLEGE
3399 North Road, Poughkeepsie, New York 12601-1387

TELEPHONE NUMBER:

(845) 575-3000

Individual inquiries should be addressed to the following:

PROSPECTIVE STUDENTS

Admission to Freshman Class or for Advanced Standing

Office of Undergraduate Admission

Financial Aid for Freshmen

Office of Student Financial Services

Academic Programs

Appropriate Dean

Graduate Programs

Director of Graduate Admission

Transfer Procedure

Office of Undergraduate Admission

Courses for High School Seniors

Director of School-College Programs

Credit for Life/Work Experience

School of Professional Programs

Housing

Director of Residence Life

CURRENT STUDENTS

Financial Assistance for Current Students

Office of Student Financial Services

On-Campus/Off-Campus Employment

Center for Career Services

Housing

Director of Residence Life

Graduation Requirements

Office of the Registrar

Prolonged Absence from Class

Director of The Center for Advising and Academic Services

Leave of Absence

Director of The Center for Advising and Academic Services

Withdrawal from College

Director of The Center for Advising and Academic Services

Withdrawal from a Course

Office of the Registrar

Readmission to College

Office of the Registrar

Student Activities

Director of College Activities

ADMINISTRATIVE SERVICES

Transcripts

Office of the Registrar

Payment of Bills

Office of Student Financial Services

Career Counseling/Placement

Center for Career Services

Veterans

Office of the Registrar

Cross-Registration

Office of the Registrar

Public Relations

Director of Public Information

Gifts or Bequests

Vice President for Advancement

Alumni Affairs

Director of Alumni Affairs

Security/Automobiles

Director of Safety and Security

Marist College does not discriminate in the admission process or in the awarding of financial aid on the basis of race, color, sex, religion, or disability.

Marist College reserves the right to make program, regulation, date, and fee changes at any time without prior notice. The College strives to ensure the accuracy of the information in this catalog at the time of publication. However, certain statements contained in this catalog may change or need correction. For additional information, please refer to the Marist College web pages at www.marist.edu.

CONTENTS

COMMUNICATION WITH THE COLLEGE	2
<hr/>	
UNDERGRADUATE ACADEMIC CALENDAR 2016-2017	3
<hr/>	
GENERAL INFORMATION	8
Marist College Mission	8
Values Statement	8
Excellence in Education	8
A Sense of Community	8
A Commitment to Service	8
Introduction to Marist	8
History	8
The IBM/Marist Joint Study	9
Membership and Approval	9
Family Educational Rights and Privacy Act (FERPA)	9
Affirmative Action and Equal Opportunity	10
Academic Facilities	10
Academic Grants	12
Alumni	12
<hr/>	
ACADEMIC SERVICES	13
Academic Technology and eLearning	13
The Writing Center	13
Special Studies and Programs	13
Teacher Education	19
Student Academic Affairs	19
Community Services	20
<hr/>	
CAMPUS LIFE	22
Student Activities	22
Student Programming Council (SPC)	22
Residence Living	22
Recreation	22
Student Government, Clubs, and Organizations	23
Student Services	23
Office of Safety and Security	25
<hr/>	
ADMISSION TO THE COLLEGE	26
Admission to the Freshman Class	26
International Students	26
Early Decision	26
Early Action	26
Regular Decision	26
Matriculation Policy	26
Transfer Students and Transfer of Credit Policy	26
Proficiency Examinations	27
Credit For Demonstrable Knowledge Gained From Life/Work Experiences	27
Credit for Coursework at Other Institutions	27
Pursuing a Second Degree	27
Citizenship Requirements	27
<hr/>	
ACADEMIC POLICIES	28
Student Responsibility	28

The Academic Calendar	28
Academic Advisors	28
Registration	28
Credits Within a Semester	28
Auditing	28
Course Withdrawal and Course Changes	28
Declaring or Changing a Major	28
Minors	29
Attendance Policy	29
Grading System	29
Academic Honesty	30
Academic Standards	30
Academic Standing	30
Exiting the College with Intention of Returning	32
Leave With No Intention of Returning	32
Readmission to the College	32
Transcript of Record	32
Application for Graduation	33
Participation in Graduation Ceremony	33
Graduation Requirements	33
Statement of Requirements for Minors and Certificates	33
Course Codes	33
Index of Programs	34

SCHOOLS 35

School of Communication and the Arts	35
School of Computer Science and Mathematics	36
School of Liberal Arts	37
School of Management	38
School of Science	39
School of Social and Behavioral Sciences	40
School of Professional Programs	41

PROGRAMS OF STUDY 42

The Core/Liberal Studies Curriculum	42
Accounting	44
African Diaspora Studies Minor	47
American Studies	48
Applied Mathematics	50
Art and Digital Media	53
Athletic Training	60
Biology	63
Biology Education	66
Biomedical Sciences	68
Business Administration	70
Catholic Studies Minor	74
Chemistry	75
Cognitive Science Minor	83
Communication	84
Computer Science	89
B.S./M.S. Program in Computer Science/Software Development	93
Criminal Justice	95
Economics	97
Education	100
English	105
Environmental Science & Policy	112
Fashion Design	120
Fashion Merchandising	123

French	129
Games and Emerging Media	131
Global Studies Minor	135
History	138
Honors in Core/Liberal Studies	142
Hudson River Valley Regional Studies Minor	143
Information Technology and Systems	144
Data Center Facilities Management Associate and Professional Certificates	148
B.S./M.S. Program in Information Systems	148
Italian	148
Jewish Studies Minor	150
Latin American/Caribbean Studies Minor	151
Liberal Studies	152
Liberal Studies Major	153
Mathematics	154
Mathematics Education	156
Media Arts	158
Medical Technology	163
Medieval and Renaissance Studies Minor	166
Music	167
Paralegal Program Certificate	169
Philosophy	170
Physical Education	173
Political Science	174
Psychology	177
Public Administration Concentration	181
Public History Concentration	182
Public Opinion Concentration	182
Public Praxis Minor	183
Religion	183
Sociology and Social Work	186
Spanish	188
Women's Studies Minor	191
Course Descriptions	192
FINANCING YOUR EDUCATION	284
Statement of Fees	284
Financial Aid	285
State Aid Programs	287
Federal Aid, Grants, & Loan Programs	289
The William D. Ford Federal Direct Loan Program	291
Private Loan Program	292
Marist College Programs	293
Other Scholarships	293
Endowed Scholarships	293
New Scholarship Opportunity in Support of Volunteerism	294
General	294
Incoming Freshmen	295
Major Fields of Study	296
Geographic Region	299
Specific Criteria	300
BOARD OF TRUSTEES 2016–2017	301
FACULTY	305

UNDERGRADUATE ACADEMIC CALENDAR 2016-2017

(TRADITIONAL 15-WEEK SEMESTER)

(*All other Sessions — see Registrar for Dates and Deadlines*)

FALL 2016

AUGUST

27	Saturday	Freshmen and transfer resident students arrive on campus according to schedule.
28	Sunday	Returning resident students arrive on campus according to schedule. Orientation for New Students.
29	Monday	FALL 2016 SEMESTER BEGINS FOR ALL PROGRAMS. Day & Evening classes begin: Late Registration.
29	Monday – September 2 Friday	Course Change period.

SEPTEMBER

2	Friday	Last day for course changes (5 P.M.). Half tuition after this date.
5	Monday	Labor Day. No Classes Held.
12	Monday	Last day to register for elective credit internships by 5 P.M.
16	Friday	No tuition refund after this date (5 P.M.).

OCTOBER

3	Monday	P/NC option due by 5 P.M.
14-16	Friday – Sunday	Mid-Semester break.
17	Monday	Classes resume. Midterm grades due by 12:00 P.M. (noon).
31	Monday	Undergraduate & Graduate graduation applications due in Registrar's Office for 1/16 candidates by 5 P.M.
31	Monday	Last date for dropping courses without penalty of WF grades by 5 P.M.

NOVEMBER

24	Tuesday	**MODIFIED CLASS SCHEDULE NO EVENING CLASSES
		All Tuesday DAY classes meet during their normal time except: <ul style="list-style-type: none">• Tuesday 11 A.M. classes do NOT meet• Tuesday 3:30 P.M. classes do NOT meet
		These Wednesday classes WILL meet on Tuesday, 11/22: <ul style="list-style-type: none">• Slot 5, Wed. 8 A.M. classes meet at 11 A.M.• Slot 12, Wed. 2 P.M. classes meet at 3:30 P.M.
22	Tuesday	Residence Halls close at 7:00 P.M.
23-27	Wednesday – Sunday	Thanksgiving holiday. No classes held.
27	Sunday	Residence Halls open at 10 A.M.
28	Monday	Classes resume.
28	Monday	Undergraduate & Graduate graduation applications due in Registrar's Office for 5/16 candidates by 5 P.M.

DECEMBER

9	Friday	Last day of Fall 2016 classes.
12-16	Monday – Friday	Final Exam Period.
16	Friday	Residence Halls close at 5:00 P.M.
22	Monday	Final Grades due at 5:00 P.M.

WINTER SESSION 2017

Dates to be determined. When determined, the dates will be published on the Marist website at:
<http://www.marist.edu/academics/calendars.html>

SPRING 2017

JANUARY

16	Monday	Residence Halls open at 10:00 A.M.
17	Tuesday	Spring Semester begins, Day & Evening classes held.
17-23	Tuesday – Monday	Course change period.
20	Friday	Deadline for grade changes & resolving incompletes for Fall 2016 (5 P.M.)
23	Monday	Last day for course changes (5 P.M.). Half tuition refund after this date.
23	Monday	Last date for resolving incompletes & grade changes for Winter 2017.

FEBRUARY

6	Monday	Last day to register for elective credit internships by 5 P.M.
6	Monday	No tuition refund after this date.
20	Monday	P/NC Option due by 5 P.M.

MARCH

10	Friday	Residence Halls close at 5:00 P.M.
11-19	Saturday– Sunday	SPRING RECESS.
14	Tuesday	Midterm grades due by 12:00 P.M. (noon).
19	Sunday	Residence Halls open at 10:00 A.M.
20	Monday	Classes resume at 6:30 P.M.
27	Monday	Last date for dropping courses without penalty of WF grade by 5 P.M.

APRIL

4	Tuesday	Assessment Day. No Classes.
12	Thursday	No Evening Classes
14-16	Friday– Sunday	Easter Holiday
17	Monday	Classes resume at 6:30 P.M.

MAY

5	Friday	Last Day of Spring 2017 classes.
8-12	Monday – Friday	Final Exam period begins. Residence Halls close Friday at 5:00 P.M. for underclassmen.
18	Thursday	Final Grades due at 5:00 P.M.
19	Friday	SEVENTY-FIRST COMMENCEMENT CEREMONY – Graduate and Adult Students.
20	Saturday	SEVENTY-FIRST COMMENCEMENT CEREMONY – Traditional undergraduate students.
20	Saturday	Residence Halls close at 5:00 P.M. for seniors.

JUNE

16	Friday	Last date for grade changes & resolving incompletes for Spring 2017 by 5 P.M.
----	--------	---

GENERAL INFORMATION

MARIST COLLEGE MISSION

Marist is dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century.

VALUES STATEMENT

The College fulfills its mission by pursuing three ideals: excellence in education, a sense of community, and a commitment to service. These ideals were handed down to us by the Marist Brothers who founded the College. Now an independent institution governed by a lay board of trustees, Marist continues to embrace the three ideals as an integral part of the College mission.

EXCELLENCE IN EDUCATION

Marist achieves its ideal of excellence in undergraduate, graduate, and professional education by actively engaging each student through exemplary teaching and distinctive learning opportunities.

At the undergraduate level, this begins with a firm foundation in the liberal arts and sciences. Through the core curriculum and major fields of study, students learn to think logically and creatively, to synthesize and integrate methods and insights from a variety of disciplines, and to express themselves effectively orally, in writing, and through media. Students consider the ethical dimensions of the subjects they study and become more aware of their own values, the values of others, and the implications of the choices they make in their public and private lives. They explore diverse cultures through coursework, extracurricular programs, international study, internships, and service opportunities. Students in all programs learn critical thinking and problem-solving skills requisite for effective leadership in a complex and diverse society.

The Marist ideal of excellence in education finds distinctive expression in programs tailored for the graduate and adult learners the College has long served. Study at the graduate level emphasizes breadth and depth of knowledge for career development. In a climate of collegiality, students refine the intellectual and personal qualities they need to contribute to their fields. Graduate, undergraduate degree completion, and professional programs are designed to accommodate the needs of adult students to balance education with work and family responsibilities. Maintaining the high standards that characterize all educational offerings, Marist presents programs for adult students in alternate locations, formats, and methods of delivery.

A distinguishing feature of the Marist education is the manner in which information technology is used to support teaching, learning, and scholarship. The College, a leader in educational applications of information technology, offers students access to advanced technologies to help them develop as lifelong learners and productive members of their communities. Technology resources are combined with flexible and innovative program formats to expand access to higher education for all students.

A SENSE OF COMMUNITY

The Marist ideal of community is based on the belief that we become a better institution through the active involvement of faculty, staff, students, and alumni in the life of the College. Seeking to create relationships that will last a lifetime, we nurture the well-being and development of all our community members and cultivate their bonds with the College and each other. Marist encourages students to collaborate with faculty and staff on research, creative, and service projects, and to share the results of their work with a wider community of scholars. We take particular care to ensure that student activities build a sense of community while supporting educational goals. We are a diverse community united by a shared commitment to the free exchange of ideas, consideration of the opinions of others, and civility in all our interactions. As members of the global community, we are committed to the collective stewardship of our environment.

A COMMITMENT TO SERVICE

The Marist ideal of service is predicated on our belief in the dignity and value of every human being. The College sponsors and supports programs to meet a wide variety of community needs and to offer broadened access to education. We encourage students, faculty, staff, and alumni to make service an important part of their lives. Both individual students and student organizations engage in service activities, including programs that assist those in need, projects throughout the Hudson River Valley, and other humanitarian initiatives around the world. By sharing their time and talents, students help make Marist a better place to live and learn while developing a sense of personal responsibility and civic engagement.

INTRODUCTION TO MARIST

What started as a school for training future Marist Brothers has developed into one of the leading comprehensive liberal arts colleges in the country. Marist College's 210-acre main campus overlooks the Hudson River in the heart of the historic Hudson Valley, midway between New York City and the state capital of Albany, NY. In addition, the Raymond A. Rich Institute for Leadership Development is located on a 60-acre estate in the Ulster County, NY, town of Esopus. The College also has a branch in Florence, Italy, and an extension center in Fishkill, NY. Marist's campus is virtually global, with many degree programs and individual courses offered online.

Recognized for academic excellence by *U.S. News & World Report*, *Forbes*, the Princeton Review and *Kiplinger's Personal Finance*, Marist is noted for its leadership in the use of technology to enhance the teaching and learning process.

The College enrolls 4,764 traditional undergraduate men and women, 519 nontraditional adult students, and 840 full- and part-time graduate students. Its first graduating class, in 1947, consisted of four Marist Brothers. Today, more than 39,000 alumni and alumnae call Marist alma mater.

Marist offers 46 programs leading to bachelor's degrees, 13 leading to master's degrees, and a number of professional certificate programs. The College has a longstanding commitment to providing adults with educational opportunities that accommodate their work schedules. A variety of online programs offer opportunities to balance study with career and family responsibilities. Marist has seen tremendous growth in its graduate programs due in large part to its successful online MBA and MPA programs, the first to be accredited by New York State. Marist also offers other online programs at the undergraduate and graduate level as well as the opportunity to pursue a Master of Arts in Museum Studies at the branch campus in Florence, Italy.

Marist has received national attention and a number of awards for its advanced technology. The College is a member of Internet2, providing students and faculty direct access to digital education and research resources across all member institutions. All classrooms employ "smart technology," and wireless access is available throughout the campus, both indoors and out. A joint study agreement with the IBM Corporation has allowed both partners to develop innovative uses for technology in learning and teaching.

HISTORY

Marist can trace its roots to 1905, when the Marist Brothers first purchased property in Poughkeepsie, NY, as the site of a house of studies. In 1929, the state of New York certified the Marist Training School to offer college-level courses. In 1946, the state granted a charter to Marian College as a four-year institution of higher learning under the leadership of founding president Brother Paul Ambrose Fontaine, FMS. In 1956, the College broadened its scope to include the wider community and in 1957 admitted lay male students to pursue undergraduate studies.

Dr. Linus Richard Foy was named president in 1958 and became, at age 28, the youngest college president in the United States. In 1959, the College introduced an evening division to serve the educational needs of the surrounding communities. Marian College was renamed Marist College in 1960, and by 1969 the Brothers transferred ownership to the Marist College Educational Corporation with an independent board of trustees.

The College admitted women to its evening division in 1966. In 1968, women entered the day division, making the College fully coeducational.

With the naming of Dr. Dennis J. Murray in 1979 to the presidency of Marist College, another period of significant growth and development began. The campus now consists of 51 buildings and 37 student housing facilities, with a total estimated value of \$607 million. Over the past two decades, Marist has expanded its course offerings and tripled its applicant pool. The College now receives nearly 10,000 applications each year for admission to the freshman class. Its acceptance rate during that same period has gone from 75 percent to 38 percent in 2014.

THE IBM/MARIST JOINT STUDY

Marist seeks to distinguish itself by the manner in which it uses information technology to support teaching, learning, and scholarship. The College has had a longstanding partnership with the IBM Corporation that has helped place Marist among the most technologically advanced liberal arts colleges in the country. A key component of the Marist/IBM partnership has been a 26-year joint study arrangement that has benefited both the College and IBM in many ways. Through the Joint Study, IBM has been able to test concepts and technology applications that the company believes can be of value in the 21st century in education, business, digital media, communications, software defined environments and other fields. The Joint Study has also provided Marist with the capacity to acquire and use cutting-edge technology to support instruction, faculty, and student research and administrative initiatives.

The introduction of computers and computer science courses at Marist began in the mid 1960s, a time when few colleges the size of Marist had moved into this field. From the start, computers have been viewed as a functional tool for everyone at Marist as well as a scientific discipline to be mastered by those in the School of Computer Science.

The IBM/Marist Joint Study began in 1988 with the installation of a \$10 million IBM 3090 mainframe computer in Donnelly Hall. Over the past two and a half decades, Marist has worked with IBM to carry out several major upgrades of its mainframe computer. In the Spring 2012 semester, the College installed a new System z mainframe that provides a level of computing power ordinarily associated with large research universities and Fortune 500 companies. The College collaborated with IBM to plan and equip the \$20 million James A. Cannavino Library with state-of-the-art technology. The partnership has also developed and implemented a comprehensive Ethernet network that reaches into every student room on campus and supports every faculty and administrative office and every academic building. Campus-wide connectivity means 24/7 access to the Internet, e-mail, voice-mail, the mainframe computer, and numerous database services. Marist and IBM have collaborated on two IBM Shared University Research grants that have helped to enhance Marist's e-learning initiatives. Most recently, Marist and IBM have collaborated on building a test bed for software defined networks (SDN) which has been used to demonstrate use cases such as disaster recovery within a software defined environment (SDE). Marist and IBM are currently collaborating on implementing a Cyber Security curriculum in response to the growing need for those critical skills in the IT industry.

Marist's participation in the Joint Study has enabled the College to involve faculty, students, and staff in emerging technology initiatives such as cloud computing, analytics, software defined networks, rich media content management, the Linux operating system, virtual server hosting, multimedia streaming, virtual world computing, web services programming, and automated server provisioning. Marist's work with IBM has created the infrastructure that is necessary for faculty, students, and staff to engage in leading-edge teaching and research using tomorrow's technology.

In the summer of 2005, the College joined the Apereo Foundation, which is an initiative led by major college and university technology innovators. A key objective of Apereo is to develop a totally open source-based course management platform, called Sakai, to support e-learning in higher education.

Currently, Marist delivers on-line courses via Sakai through its Institute for Data Center Professionals. All on-line courses are delivered via the College's iLearn system, a Sakai-based collaborative learning environment.

In the summer of 2015, Marist became a charter member of the Linux Foundation's Open Mainframe Project, an initiative with industry experts to drive innovation and the development of Linux and other open source projects on the mainframe. Demands of today including Big Data, mobile processing and cloud

computing are driving needs to advance Linux tools and technology to increase enterprise innovation. Students, faculty and staff all have the opportunity to work on leading edge technology with leading software innovation companies and large enterprise companies implementing these technologies.

MEMBERSHIP AND APPROVAL

Marist College is registered by the New York State Education Department, Office of Higher Education and the Professions, Cultural Education Center, Room 5B28, Albany, NY 12230, (518) 474-5851. Marist College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The College is also accredited by the United States Department of Justice for the training of foreign students. It is approved by the New York State Education Department for the training of veterans. The College is also approved for holders of New York State Scholarships, including Regents Scholarships, State War Service Scholarships, and Scholar Incentive Awards. The College holds membership in the New York State unit of the American Association of Colleges for Teacher Education. The Marist College branch campus in Florence, Italy is recognized by the Ministry of Education in Italy.

The College holds memberships in the Association of Colleges and Universities of the State of New York, the Commission on Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the Association of American Colleges and Universities (AACU). Marist is a charter member of the Visiting Student Program sponsored by the Associated Colleges and Universities of the State of New York. Marist is also a member of the American Association of University Women, the Middle Atlantic Association of Colleges of Business Administration, the Middle States Association of Collegiate Registrars and Officers of Admission, the Council for the Advancement and Support of Education, the Council on Undergraduate Research, the Environmental Consortium of Hudson Valley Colleges and Universities, and the American Assembly of Collegiate Schools of Business. The School of Management has achieved the prestigious program accreditation of its undergraduate and graduate degree programs in business by AACSB International – The Association to Advance Collegiate Schools of Business. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Athletic Training Education, and the Medical Technology program is accredited by the National Association for the Accreditation of Clinical Laboratory Sciences. The Social Work Program is accredited by the Council on Social Work Education. Education programs leading to teacher certification are accredited by the Regents Accreditation of Teacher Education (RATE) Board of the New York State Department of Education. The B.S. curriculum in Chemistry is approved by the American Chemical Society. The Paralegal Program is accredited by the American Bar Association (ABA).

Marist is also affiliated with the National Catholic Educational Association of Governing Boards of Universities and Colleges, the National Association of Independent Colleges and Universities, the National Association of College and University Business Officers, the American Association of Collegiate Registrars and Admissions Officers, the National Association of College and University Attorneys, and the American Association of Fundraising Council.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of the day Marist College receives the request for access.
- (2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The disclosure exceptions are defined below.

- (4) The right to file with the U.S. Department of Education a complaint concerning alleged failures by Marist College to comply with the requirements of FERPA. Complaints may be filed with The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.
- (5) The right to obtain a copy of Marist College's education records policy. Copies of this policy are available upon request at the Office of the Registrar.

Additionally, Section 99.7 of FERPA requires that schools annually notify students currently in attendance of their rights under FERPA. Students currently in attendance will be provided a statement of their FERPA rights in their registration materials.

FERPA Disclosure Exception: Marist College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College. Marist College has designated the National Student Clearinghouse as a college official.

Under FERPA disclosure exceptions, Marist may release information from a student's education record without prior consent to appropriate parties including:

- Federal officials in connection with federal program requirements;
- State and local officials legally entitled to the information;
- Appropriate authorities in connection with financial aid;
- Accrediting agencies, in connection with their accrediting functions;
- Courts or law enforcement in compliance with a lawfully issued judicial order, subpoena, or search warrant;
- Appropriate parties in a health or safety emergency, if necessary to protect the health or safety of the student or other individuals;
- Testing agencies for the purpose of developing, validating, researching, and administering tests.

Directory Information: Under FERPA, Marist may release the following information at various times unless requested in writing not to do so by the student: student name, campus-wide identification number, address, college email address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational institution attended by the student, grade level (including number of credits earned), and enrollment status (e.g.: undergraduate, graduate, full-time, part-time). Students must notify the Registrar in writing should they not want information made available by filling out a form at the Office of the Registrar.

Additional information about FERPA is available on the Marist website: www.marist.edu/registrar.

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

Marist College fully complies with all federal, state, and local laws and executive orders, including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The College does not discriminate in its admissions, employment, or in the administration of any of its programs or activities on the basis of race, religion, gender, age, color, disability, national origin, veteran status, marital status, or sexual orientation. In addition, the College aggressively seeks and encourages applicants for admission and employment from diverse racial and ethnic backgrounds.

It is the expressed policy of Marist College to operate all of its educational programs and activities and to administer all employee programs including compensation and promotional opportunities in such a way as to ensure that

they do not discriminate against any individual on the basis of the characteristics stated above.

Marist College does not tolerate harassment in any form based upon race, religion, gender, age, color, disability, national origin, veteran status, marital status, or sexual orientation, nor does it tolerate any type of sexual harassment. Members of the College community who believe that they have been subjected to such treatment are encouraged to call the College's Office of Human Resources or the Dean of Student Affairs.

All inquiries concerning the application of this statement should be directed to the Affirmative Action Office, Marist College, 3399 North Road, Poughkeepsie, NY 12601, (845) 575-3349.

ACADEMIC FACILITIES

NEW STUDENT HOUSING COMPLEX

A new student housing complex at the north end of the campus will offer the student body first-rate residential halls with single bedrooms and kitchens. Designed by the esteemed firm of Robert A. M. Stern Architects, it will also include offices, a fitness center, and a dining facility.

NEW SCIENCE AND ALLIED HEALTH BUILDING

Classes began in 2016 in a new four-story science and allied health building on the east side of the campus. The building will house the master's in physician assistant studies program and the proposed doctorate in physical therapy program as well as undergraduate biology, biomedical science, medical technology, and athletic training programs. The project is designed by Robert A. M. Stern Architects.

NEW ACADEMIC BUILDING AND STUDENT CENTER RENOVATION

Construction of a 24,000-square-foot academic building and an accompanying expansion and renovation of the Student Center was completed in spring 2014. Robert A. M. Stern Architects led the \$33 million project. The building houses Marist's robust Music Department as well as multipurpose space for performances, readings, and lectures. A highlight of the Student Center renovation is a grand dining hall with a three-story cathedral ceiling and an adjacent quiet dining area and a terrace, both offering Hudson River views. The project also enhanced the Nelly Goletti Theatre, named in memory of accomplished composer, pianist, and singer Nelly Goletti, a longtime Hudson Valley resident. Additional facilities within the Student Center include a health and wellness center, student lounges, student government offices, space for club activities, a yoga and dance studio, a post office, and a bookstore.

THE HANCOCK CENTER

The \$35 million Hancock Center, which opened in 2011, is home to the School of Computer Science and Mathematics, International Programs, the Marist Institute for Public Opinion, and the Investment Center, a state-of-the-art trading room that provides students in all business fields with access to the same tools and real-time data screens found in professional trading rooms. The Hancock Center also houses the New York State Cloud Computing and Analytics Center- established with a \$3 million state grant- which provides IT services to new and growing businesses. Hancock dedicates space to classrooms, seminar rooms, computer labs, and academic administration offices as well as to Marist's joint study with the IBM Corporation. The building also features a café, student lounge, and patio overlooking the Hudson River. The center was designed by Robert A. M. Stern Architects.

JAMES A. CANNAVINO LIBRARY

The James A. Cannavino Library supports the College's teaching, learning, and scholarship mission by providing information resources, advanced technologies and services, and facilities for research and study. The Library offers access to extensive collections and services located in the library building and available everywhere electronically.

The state-of-the-art library opened in the fall of 1999, and overlooks the campus green and the Hudson River. It is constructed of fieldstone, a style with strong historical roots in the surrounding Hudson Valley. Architecturally, the Library unifies the College's historic district of Greystone, St. Peter's, and the Kieran Gatehouse, three 1860s-era buildings that are listed on the New York State and National Register of Historic Places, and which are also made of fieldstone.

The first floor of the 83,000-square-foot structure holds the Library's circulating collection, print periodicals, and the Archives and Special Collections, which holds research and primary resource materials. The strength and focus of these collections are in areas that reflect and support the teaching and research needs of students, faculty, staff, and researchers in the Marist Community. Highlights from the collections include the internationally significant Lowell Thomas Papers, the country's most comprehensive collection of historical materials concerning the Modern Environmental Movement, Hudson River Valley history dating back to pre-Colonial times, and Marist College history.

The second level features a large reading room, the reference book collection, a selection of current print periodicals and the circulation, reserve and reference desks. The third floor houses electronic classrooms and a multimedia language lab. It is also home to a suite of collaborative student services including Academic Technology & eLearning, the Academic Learning Center, the Writing Center, the Center for Multicultural Affairs, and the Center for Career Services, reflecting the emerging role of libraries in higher education as collaborative learning centers.

Throughout, the Library provides a number of spacious study areas and attractive, quiet rooms for research, conferences, and collaborative work. In all, the Library provides more than 850 seats, in a variety of settings. There is a quiet study area. Over a dozen group study rooms may be reserved by students. They are very useful for class projects. The library is open an average of 112 hours a week during the semester. During exam periods, it remains open for extended hours. The Library has an extensive collection of print and electronic books and journals, and online videos and databases. The electronic resources are available both on and off campus. Current students can access the full slate of Library research databases and full text journal articles from anywhere in the world. A vigorous collection development program keeps print, non-print, and online resources updated to serve the research, teaching, and learning needs of students and faculty.

The James A. Cannavino reference staff provides a full complement of services to meet student needs, including on-site instruction and assistance, telephone help for off-campus users, and a web-based "Ask-a-Librarian" request form. The Information Literacy program includes online tutorials, web-based Library Pathfinders, and In-class Library presentations. Students are encouraged to contact a librarian in person, by phone, or e-mail with any questions or concerns regarding the use of library materials.

THE LOWELL THOMAS COMMUNICATIONS CENTER

The newly renovated Lowell Thomas Communications Center houses classrooms, TV studios, video editing labs, computer labs, faculty offices, and collaborative work space for the School of Communication and the Arts. The building is home to the School of Professional Programs, the Center for Sports Communication, which promotes study and practice in sports communication, and the Media Center, which supports the use of audio and video instructional technologies to enrich the learning experiences of Marist students across all disciplines. The center is named in memory of the legendary broadcast pioneer, who received an honorary degree from Marist in 1981. Lowell Thomas lived in Pawling, NY, 20 miles from Marist's main campus, for more than 50 years. Lowell Thomas and his ideals are commemorated through the Marist College Lowell Thomas Award, instituted in 1983 and awarded to the top broadcast journalist in the country.

THE MARGARET M. AND CHARLES H. DYSON CENTER

The Margaret M. and Charles H. Dyson Center houses the School of Management and the School of Social and Behavioral Sciences. Used for undergraduate and graduate instruction in all academic disciplines, the center is named in honor of business leader Charles H. Dyson, who received an honorary degree from Marist in 1986, and his wife, Margaret, who together improved the quality of life throughout the Hudson Valley through their philanthropy.

DONNELLY HALL AND THE STEEL PLANT STUDIOS AND GALLERY

Donnelly Hall houses several School of Science programs, including state-of-the-art chemistry labs and a two-story greenhouse; a computer center; classrooms; lecture halls; a Fashion Program complex; and a variety of student services and administrative offices. The facility is named for Brother Nilus Donnelly, FMS, who supervised construction of a number of buildings on the campus by Marist Brothers during the institution's early years. In proximity to Donnelly Hall are the Steel Plant Studios and Gallery, an expansive space for studio art courses and

a digital media laboratory as well as a gallery regularly hosting exhibits of work by contemporary regional artists.

FONTAINE HALL

Fontaine Hall, the home of the School of Liberal Arts, contains classrooms, seminar rooms, and a black box theatre for instruction and performances. The building also serves as headquarters for the Hudson River Valley Institute, a national center for interdisciplinary study of the Hudson River Valley. The building is named for Brother Paul Ambrose Fontaine, FMS, president emeritus, who played an integral role in the development of the College.

INFORMATION TECHNOLOGY COMPUTER LABS

Marist maintains computer labs located at the main campus in Poughkeepsie, the Fishkill extension site, and LdM branch campus in Florence, Italy. These include instructional computer labs, multimedia classrooms with podiums, collaborative study spaces, and open labs. In all, Marist provides more than 950 computers for academic use throughout these sites. All personal computers in these lab spaces are configured with a robust common base software configuration, which includes the ability to access the Internet and Marist network, office productivity tools, industry-leading media and content creation and manipulation tools, digital library access, statistical analysis packages, and emulation to our host system. Labs used for specific academic schools contain specialized software applications and packages in addition to this common base.

All computers are less than three years old, and all software is updated yearly to the most recent software available. Details about each computer lab are available online at <http://www.marist.edu/It/desktop/labs.html>.

ATHLETIC FACILITIES

The Marist campus offers a variety of athletic facilities to support extensive intramural, club, and intercollegiate athletic programs. On the north end of campus, bordering the Hudson River, are 10 acres that have been developed for athletic and recreational use through the generosity of the James J. McCann Foundation. Included are two softball fields: one for intramurals and the other for the women's varsity softball program, which was founded in 1992. The campus also offers the Historic Cornell and Marist boathouses and waterfront facilities for crew activities and sailing.

Tenney Stadium, which was dedicated in 2007, is a lit facility used for varsity soccer, lacrosse, and football games. It is also used for several intramural programs, including flag football, frisbee, and soccer. The stadium hosted the Metro Atlantic Athletic Conference women's soccer championship in 2007 and 2012, the conference's men's soccer championship in 2008 and 2012, the conference's men's lacrosse championship in 2010, 2012 and 2014 and the women's lacrosse championship in 2010 and 2013. The stadium has a capacity of 5,000, including 1,744 chair-back seats in the grandstands on the east side of the stadium. A modern press box, which includes VIP seating, sits atop the grandstand. Underneath the grandstand are an athletic training room, team and officials' dressing rooms, restrooms, concessions, and storage space. The playing surface is FieldTurf Duraspine, the industry leader which is also used by the New York Giants, New York Jets, and New England Patriots of the National Football League.

At the south end of the campus is the James J. McCann Recreation Center, which received major funding support from the James J. McCann Foundation. By design, the center is one of the most versatile facilities of its kind in the Mid-Hudson region. Special features include the McCann Center Natatorium, home to Marist's men's and women's swimming and diving and women's water polo teams. The pool of the natatorium is capable of simultaneously handling 25-yard or 25-meter races, and swimming and diving events, with spectator space for 500. The arena can provide three basketball courts. The main court for NCAA Division I play features a handsome wooden floor donated by Rik Smits, a 1988 alumnus and second overall selection in the 1988 NBA Draft. Seating capacity for games is 3,000.

In addition, the facility includes a weight room, dance studio, and two handball/racquetball courts. Other areas of the complex contain locker rooms for men and women, classrooms, faculty/staff offices, offices of the Athletic Training Education Program, and a lobby/exhibit area.

The McCann Center was renovated in 1996, and an addition containing a new gymnasium, weight room, cardiovascular fitness center, and Hall of Fame room opened in 1997 and was renovated in 2014. The 20,000-square-foot McCann Annex was made possible through the generosity of the McCann Foundation. The McCann addition houses a multipurpose recreational gymnasium, a dual-

level strength and conditioning fitness center with a cardiovascular center and aerobics area, as well as additional men's and women's locker-room facilities. A spacious student lounge graces the entrance of the facility.

In September 2011, an 11,660 square-foot addition to the South end of the McCann Center was completed. The facility is used exclusively by the men's and women's basketball programs and includes player lounges, a team film theatre, coaches' offices, video editing rooms and conference rooms. Improvements were also made to the McCann Center lobby, restrooms, playing surface and seating. Two high-definition video boards were added to enhance the fan experience on game day.

Also at the south end of the campus is the McCann Baseball Field, opened in 1992 with financial support from the McCann Foundation. The field is used for Division I intercollegiate competition.

Completed in the fall of 2006, the Marist Tennis Pavilion provides the first on-campus home to the highly successful men's and women's tennis programs. The Marist Tennis Pavilion, on the East Campus, features eight regulation-sized courts, a center walkway, and a pergola-covered spectator area. The courts are equipped with lights and are available to the student body for recreational use.

ACADEMIC GRANTS

The Office of Academic Grants provides assistance to full-time faculty interested in securing grant awards for research, curriculum development, and other creative activities relevant to the College's academic mission and strategic plan. Office staff assist faculty in locating funding sources, obtaining and interpreting application forms, developing proposal narratives and budgets, and securing institutional support and approvals.

ALUMNI

Since 1946, more than 39,000 students have graduated from Marist College. They reside in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and many countries throughout the world.

The Marist College Alumni Association includes all undergraduate and graduate degree recipients of Marist. Its goals are to further the welfare of Marist and its alumni, to keep alumni informed about the College, to offer programs and activities that connect alumni to Marist, to assist in admissions, job development, and career advisement, and to encourage and facilitate alumni support for Marist.

The Alumni Executive Board, comprised of representatives from all eras of Marist graduates, works closely with the Office of Alumni Relations in strengthening the bond between the College and its graduates. Homecoming and Reunion Weekend is held each year, and chapters throughout the country provide opportunities for alumni to network professionally and socially.

In addition to participating in association governance, alumni provide career networking support to Marist undergraduates through the College's Center for Career Services, promote attendance at athletic events, and participate in organizing class reunions. The president of the Alumni Executive Board is a representative to the College's Board of Trustees.

Philanthropic support is essential to the College's future and graduates participate in various ways. Graduates are asked annually to contribute to the Marist Fund and to make special gifts to the College commemorating milestone anniversaries such as their 25th or 30th year since graduation. Alumni provided generous support for the construction and renovation of many facilities on campus and continue to remember Marist through the establishment of endowed scholarships and through their estate plans.

Graduates are kept informed about College developments, alumni services and programs, and activities of fellow graduates through Marist Connect – the Alumni and Friends Web site – social media, and a variety of college publications and communication tools.

ACADEMIC SERVICES

ACADEMIC TECHNOLOGY AND eLEARNING

The Academic Technology Department promotes and supports the use of new instructional technologies in teaching, learning, and research across all disciplines. The Department offers faculty workshops on web-based applications, instructional software, and the College's Sakai-based Learning Management System called iLearn. Workshops also include pedagogically focused training such as strategies for effective online teaching. An interdisciplinary group of undergraduate and graduate students from computer science and digital arts are employed by Academic Technology, where they gain valuable work experience in instructional technology, training, and support. The Academic Technology Department is located on the third floor of the James A. Cannavino Library and is equipped with state-of-the-art facilities including a collaborative teaching and learning technology lab.

THE WRITING CENTER

The Writing Center helps students and other members of the Marist Community express their ideas clearly and effectively, thereby becoming more self-sufficient and successful writers. The Center's tutors are faculty members and student interns who provide free, one-on-one tutoring for every academic writing situation, in all subjects, and in all aspects of the writing process: from understanding assignments to generating and developing ideas, from expanding or improving rough drafts to revising the focus and structure of completed papers.

The Writing Center also assists students with non-academic writing situations, including the preparation of resumes, personal statements, and job or graduate school application letters. Because sessions usually last upwards of an hour, the Center encourages students to make appointments, although drop-ins are always welcomed.

SPECIAL STUDIES AND PROGRAMS

CROSS-REGISTRATION

Marist College students may enroll in a course at Dutchess Community College, Ulster County Community College, the State University of New York at New Paltz, or the Culinary Institute of America, concurrent with full-time study at Marist. Students must have a 2.5 cumulative index, at least sophomore standing, and approval of the Marist College Registrar in order to qualify for cross-registration. Cross-registration is limited to courses not available at Marist.

Further inquiries should be directed to the Office of the Registrar. Cross-registration is effected at the same time as regular registration at Marist.

FRANKLIN D. ROOSEVELT STUDIES

During the past several years, the School of Liberal Arts, in cooperation with the Franklin D. Roosevelt Library, has focused attention on the wealth of scholarly materials available at the Roosevelt Library. The Roosevelt era in American history has had a vital role in the shaping of American domestic and foreign policies over the past decades. Marist College further associates itself with the growing number of scholars who have written about these historic days of our recent past. From time to time, we also place especially well-qualified history interns at the Library.

Since 1965, Marist has sponsored Roosevelt symposia to examine important events, etc. Among the former New Dealers who have spoken at the symposia have been Justice William O. Douglas, appointed by FDR to the Supreme Court; Adolph A. Berle, Jr., former brain trustee and Roosevelt's Assistant Secretary of State; and James Roosevelt, son of the late President. Among the eminent historians who have delivered papers at the symposia have been Arthur M. Schlesinger, Jr., James MacGregor Burns, Frank Friedel, William Leuchtenburg, Joseph Lash, and James David Barber. Most recently, Marist co-hosted, with the FDR Library, the international conference, "FDR, the Vatican, and the Catholic Community in the United States." Marist also sponsors the Franklin D. Roosevelt Digital Library and Archives, a joint collaboration among Marist, the FDR Library, and IBM Corporation. Marist students work closely with faculty

and FDR Library staff in analyzing and editing original documents, letters, and photographs, and use computer skills to construct a unique and fully searchable digital library.

MARIST INSTITUTE FOR PUBLIC OPINION

The Marist College Institute for Public Opinion (MIPO) is a survey research institute. Founded in 1978, MIPO provides interdisciplinary educational opportunities for students and information on public policy issues for the general public. In addition to coursework, seminars, and internships, a major aspect of the Marist College Institute for Public Opinion is its program in government research, including analysis of voting behavior and political campaigns. MIPO has conducted extensive surveys on national, state, and local elections, identifying issues facing the electorate. MIPO is also a leader in developing technological innovations in survey research.

MIPO has been covered by *Time*, *Newsweek*, *Business Week*, "Good Morning America," "The Today Show," CNN, and by the Associated Press International wire service, ABC, CBS, FOX, NBC, and PBS radio and television news, *The New York Times*, *The Wall Street Journal*, *The Washington Post*, and other major newspapers throughout the nation.

Students interested in participating in MIPO's activities should contact Dr. Lee Miringoff, Director.

GRADUATE STUDY

Advanced knowledge gained through graduate study is often essential for individuals seeking to expand their career opportunities. To assist people in mastering the skills necessary to excel in today's competitive professional environment, Marist College offers graduate-level study in business administration, public administration, information systems, software development, mental health counseling, education, school psychology, communication, and museum studies.

All of Marist's programs provide a strong blend of theory and practical application and many offer elective courses that enable students to tailor their studies to match their individual career goals. Graduate courses have flexible delivery options with on-line offerings as well as classes available weekday evenings at the Poughkeepsie campus and the Fishkill Executive Center.

The Master of Business Administration (MBA) provides the managerial perspective necessary to effectively meet the demands of an increasingly global business environment. This program is committed to advancing students' managerial knowledge; increasing effective communication, analytical, technological, and decision-making skills, while stimulating their appreciation of the social and ethical implications of working in a diverse, global business environment. Elective courses are offered in accounting, finance, human resources management, leadership, marketing, and information systems. The MBA offers the ultimate in flexibility with courses offered at the Fishkill Extension Center as well as on-line.

The Master of Public Administration (MPA) is designed for people currently in or aspiring to managerial and leadership positions in public, not-for-profit, and health-care institutions. The program provides an understanding of the social and political context of administration; knowledge of organizational behavior and effective management techniques; and the quantitative and qualitative skills necessary for effective program evaluation. The MPA offers the ultimate in flexibility with courses offered at the Fishkill center, in Albany, in New York City, and on-line.

The Master of Science in Information Systems provides advanced training and experience in both computer science and business administration. The goal of the program is to help meet the rapidly growing demand for knowledgeable personnel who possess a balanced combination of technical and managerial talents. The focus of the program is on problem solving in business using the systems approach; cooperative work environments; managing and applying appropriate technology; and driving organizational change for competitive advantage.

The Master of Science in Computer Science/Software Development provides the advanced knowledge and skills necessary to advance the careers of systems developers, database designers, network specialists, and applications

programmers. A challenging combination of core and concentration courses enhances overall knowledge of computer science while enabling specialization in such important areas as artificial intelligence, computer architecture, database, or systems software.

The Master of Education leads to New York State initial teaching certification in Adolescence Education (grades 7-12) for the following areas: Biology, Chemistry, English, French, Mathematics, Social Studies, and Spanish. This 36-credit program integrates theoretical knowledge into the curriculum along with practical skill-based learning and emphasizes multiple perspectives on contemporary educational problems. In addition, students will complete an electronic portfolio based on the Interstate New Teacher Assessment and Support.

The Master of Arts in Educational Psychology fulfills the New York State requirements for professional teaching certification in Childhood Education (grades 1-6). If you have initial teaching certification in Adolescence Education (grades 7-12), you can choose an alternative track and receive certification in the middle school extension (grades 5-6). This program is designed around a pedagogical core curriculum enabling teachers to develop the depth and breadth of knowledge needed to be effective.

The Master of Arts in Mental Health Counseling provides the academic preparation necessary to become a NY State Licensed Mental Health Counselor (LMHC). The program may meet or exceed the academic requirements for professional counselor licensing in other states as well. The 60-credit Mental Health Counseling Program emphasizes the personal and professional growth of its students, fostering self-awareness and a deeper understanding of others. Counselors-in-training gain the knowledge and skills necessary to provide quality mental health care to help their clients function effectively in all aspects of their lives.

The Master of Arts in School Psychology is designed to prepare professionals to meet the challenge of assisting today's students within the interactive contexts of their schools, families, and communities. The program provides instruction in the theory and skills associated with the five roles regularly encountered by school psychologists: facilitator in understanding human behavior, counselor, psychological/educational examiner, consultant, and information specialist/intervention strategist. Marist's program is NYSED approved and leads to initial certification as a school psychologist.

The Master of Arts in Communication is a graduate degree designed to serve those just emerging from baccalaureate studies in communication as well as seasoned professionals already in the workplace. This program focuses on the management of communication within and between organizations. It shows students how to become effective communicators and leaders with improved conflict-resolution and negotiation skills. It infuses the values and skill sets needed to build relationships and act as a catalyst for change, enabling graduates to transform their environments.

The Master of Arts in Museum Studies is offered in partnership with the Istituto Lorenzo de Medici in Florence, Italy. This 34 credit, one-year program exposes students to the principal aspects of museum management and public engagement. Students benefit from the integration in the city and hands-on exposure to real world museum research and practices in one of the world's most important cultural centers.

For detailed information regarding graduate programs and admissions requirements, please contact the Office of Graduate Admission at (845) 575-3800.

COMBINED UNDERGRADUATE/GRADUATE DEGREE PROGRAMS

In addition to traditional undergraduate degree programs, Marist College offers academically qualified students the opportunity to pursue combined undergraduate/graduate degree programs. Often referred to as "five-year" programs, these programs offer talented undergraduate students the opportunity to complete both a bachelor's and a master's degree within a framework of study that substantively reduces the time, and often the credit hours, required to complete both degrees on an independent basis. For qualified students, the programs offer potential savings in both tuition and living expenses.

A BA/MA program is currently available in Psychology and Educational Psychology. BS/MS programs are available in Information Systems and Computer Science/Software Development. Admission to these programs is based upon undergraduate academic performance in conjunction with faculty recommendations, and in most cases is granted at the end of the sophomore year. Admission to the BS/MS in Computer Science/Software Development is granted

at the end of the junior year. Inquiry about admission to a program should be made through the appropriate program director.

During the initial semesters of participation, students are officially considered undergraduates. A student enrolled in a combined undergraduate/graduate degree program technically moves to graduate standing the semester after he or she has completed the equivalent of eight full-time, traditional semesters of undergraduate work toward his or her undergraduate degree, or has completed his or her undergraduate degree requirements, whichever occurs first.

Students enrolling in combined undergraduate/graduate degree programs are eligible for undergraduate scholarship awards and financial assistance during the undergraduate portion of their studies. Upon moving to graduate standing, Federal, State, and Marist guidelines governing financial assistance change, as does the cost of tuition. Marist's full-time flat-rate undergraduate tuition is replaced by graduate tuition calculated on a per-credit-hour basis. Each student's eligibility for need-based financial assistance is reevaluated accordingly.

Students pursuing graduate study on a full-time basis are eligible for increased Federal Stafford Loan funding, and may qualify for Federal Work-Study funding. Federal Pell Grant and Marist College undergraduate scholarship funding are not available to graduate students. Students interested in more detailed information regarding financial assistance for graduate study should contact the Office of Student Financial Services. Please note that upon reaching graduate status, students must meet the graduate requirements for satisfactory academic progress to be eligible for financial aid.

Graduate students are not normally accommodated in College housing. Students approaching graduate standing are encouraged to utilize the resources of the Office of Housing & Residential Life in their efforts to secure off-campus accommodations.

OFFICE OF INTERNATIONAL PROGRAMS

For nearly half a century, Marist College has offered students the opportunity to study overseas and experience other cultures as part of their academic career. International education programs are integral parts of a well-rounded liberal arts education in at least four ways. First, international programs help to develop a critical awareness of and ability to navigate pressing global issues, and foster the ability to contextualize diverse points of view. As such, international programs help to develop the critical insights that come from reflecting on issues through someone else's eyes. Second, international programs enhance academic learning, be it through exposure to international academic perspectives, opportunities to apply classroom study to real-world contexts, or rapid progression in foreign language acquisition. Third, international programs support personal growth, supporting the development of vital life skills such as independence, drive, flexibility, and problem solving skills in new and challenging situations. Finally, international programs support career development. The world of work is increasingly global, with careers in virtually every sector linked to the international sphere. This fact has been borne out in the research: many employers view study-abroad as highly desirable.

Marist College offers a variety of study-abroad experiences that support a broad range of educational objectives, with program offerings at dozens of sites on six continents. We offer semester, full academic year, short-term study-abroad programs and the Freshman Florence Experience, enabling Marist students of any major to study abroad and graduate according to their planned schedule.

MARIST INTERNATIONAL PROGRAMS – MIP (SEMESTER AND ACADEMIC YEAR STUDY ABROAD)

Studying abroad for a semester or academic year requires careful planning in course selection, a competitive GPA, a strong letter of recommendation, academic advisor approval, clear judicial and academic standing, and a well-written essay as part of the application. Students should speak with their academic advisor about studying abroad early in their studies at Marist so graduation is not delayed by studying abroad. Please note that admission to Marist International Programs is competitive and not all applicants are accepted. Feedback is given to unsuccessful applicants and they are encouraged to re-apply after strengthening their applications.

Careful program selection is crucial. Just as there are dozens of approved study-abroad programs across the globe within the Marist portfolio, there are also many types of study-abroad programs. As such, students need to carefully think through their objectives for their time abroad – what does a student want to study, with whom, and how? What type of housing arrangement best supports the educational objectives – a dormitory, homestay, or apartment? Does the

student hope to complete major, minor, or core requirements while abroad, or a combination of these? Is a research or internship component important to the student? Students are advised to review the Marist International Programs website and attend MIP information sessions held early each term to begin the process of thinking through these and other questions of program selection.

Financial aid is largely applicable to study-abroad fees. Students are advised to check with their financial aid advisor about eligibility for continued aid while abroad. Please note: New York State (NYS) Scholarships and TAP limit general elective credits that a student may take and still be eligible for NYS financial aid. Only general elective credits required for the degree are eligible for payment of NYS scholarships. Extra electives cannot be counted as contributing to full-time status. Students are strongly encouraged to carefully review the degree audit and choose courses that will not jeopardize eligibility for NYS scholarships.

Below is a list of approved programs (with minimum required GPAs noted). Additional information is available on the Office of International Programs website (<http://www.marist.edu/international>) and discussed in information sessions offered each semester. While the list below comprises currently approved programs, additional study-abroad opportunities may exist, with information available from the Office of International Programs.

AFRICA

- MOROCCO: IES Abroad, Rabat (3.0 GPA)
- UGANDA: School for International Training – Development Studies (2.8 GPA)
- SENEGAL: School for International Training – National Identity and the Arts (2.8 GPA)
- SOUTH AFRICA: University of Cape Town (Council on International Educational Exchange) (3.0 GPA)
- TANZANIA: School for International Training (Wildlife Conservation and Political Ecology) (2.8 GPA)

ASIA AND THE PACIFIC

- ASIA: Marist College-Asia Summer Abroad Program, Multi-Country (of particular interest to School of Management students) (2.5 GPA)
- AUSTRALIA: Australian Catholic University, Sydney (2.8 GPA)
- AUSTRALIA: Deakin University, Melbourne (2.6 GPA)
- AUSTRALIA: Griffith University, Queensland (2.8 GPA)
- AUSTRALIA: Macquarie University, Sydney (3.25 GPA)
- CHINA: Hong Kong Polytechnic University (of particular interest to Fashion students) (2.8 GPA)
- CHINA: IES Abroad, Beijing (3.0 GPA)
- CHINA: UIBE, Beijing (Knowledge Exchange Institute) (2.5 GPA)
- INDIA: Symbiosis International University, Pune (Knowledge Exchange Institute) (2.5 GPA)
- JAPAN: Akita International University (2.5 GPA)
- JAPAN: Temple University, Tokyo (2.8 GPA)
- NEW ZEALAND: University of Canterbury (2.8 GPA)
- THAILAND: Mahidol University, Bangkok (Knowledge Exchange Institute) (2.5 GPA)

EUROPE

- CZECH REPUBLIC: Charles University, Prague (Council on International Educational Exchange) (3.0 GPA)
- ENGLAND: Aston Business School, Birmingham (of particular interest to School of Management students) (2.8 GPA)
- ENGLAND: Foundation for International Education, London (internship required) (2.8 GPA)
- ENGLAND: Hansard Scholars Programme (internship required) (of particular interest to Political Science students) (3.0 GPA)
- ENGLAND: London South Bank University (Knowledge Exchange Institute) (2.5 GPA)
- FRANCE: CEA Global Campus, Paris (2.8 GPA)
- FRANCE: EDHEC Business School (of particular interest to School of Management Students) (2.8 GPA)
- FRANCE: Marist College-Mod'Spe Paris Fashion Program (of particular interest to Fashion students) (2.8 GPA)
- FRANCE: Université Paris Sorbonne (University of North Carolina Wilmington) (2.8 GPA)
- GERMANY: Reutlingen University (of particular interest to School of Management students) (2.8 GPA)

- GREECE: University of Indianapolis, Athens (2.8 GPA)
- IRELAND: CEA Global Campus, Dublin (2.8 GPA)
- IRELAND: Griffith College, Dublin (Knowledge Exchange Institute) (2.5 GPA)
- IRELAND: Foundation for International Education/Dublin Business School (internship required) (2.8 GPA)
- IRELAND: University College Cork (3.0 GPA)
- IRELAND: National University of Ireland Galway (Academic Programs International) (3.0 GPA)
- IRELAND: University of Limerick (2.9 GPA)
- ITALY: Lorenzo de' Medici Institute, Florence (Marist College Branch Campus) (2.8 GPA)
- ITALY: Lorenzo de' Medici Institute, Rome (2.8 GPA)
- ITALY: Lorenzo de' Medici Institute, Three Cities Program (Rome, Tuscany, and Florence or Venice) (2.8 GPA)
- ITALY: Lorenzo de' Medici Institute, Tuscany (2.8 GPA)
- ITALY: Lorenzo de' Medici Institute, Venice (2.8 GPA)
- NETHERLANDS: University of Amsterdam (Council on International Educational Exchange) (3.0 GPA)
- POLAND: Jagiellonian University of Krakow (Academic Programs International) (2.80 GPA)
- RUSSIA: Moscow State University (Knowledge Exchange Institute) (2.5 GPA)
- SCOTLAND: University of St. Andrews, Fife (3.2 GPA)
- SPAIN: Marist College-Universidad Carlos III de Madrid (2.7 GPA)
- SPAIN: Universidad de Granada (Academic Programs International) (2.75 - 3.0 GPA depending on program)
- SPAIN: Universidad de Salamanca (Academic Programs International) (2.75 - 3.0 GPA depending on program)
- SPAIN: Universidad de Sevilla (Academic Programs International) (2.75 - 3.0 GPA depending on program)

THE AMERICAS

- ARGENTINA: IES Abroad, Buenos Aires (3.0 GPA)
- ARGENTINA: School for International Training, Buenos Aires (Social Movements and Human Rights) (2.8 GPA)
- CHILE: School for International Training, Santiago (Comparative Education and Social Change) (2.8 GPA)
- CUBA: Marist College-University of Havana Cuban and Caribbean Studies Program (3.0 GPA)
- COSTA RICA: San José and San Joaquín de Flores (Academic Programs International) (3.0 GPA)
- COSTA RICA: School for Field Studies (of particular interest to Environmental Sciences and Policy students) (2.8 GPA)

MIDDLE EAST

- QATAR: Qatar University, Doha (Academic Programs International) (3.0 GPA)

MARIST INTERNATIONAL PROGRAMS – SHORT-TERM STUDY ABROAD

Marist offers a variety of short-term programs during Winter Intersession, Spring Break, and as a Spring Attachment. These programs, one to three weeks in length, offer students the opportunity to complement home-campus work with an overseas experience. Destinations have included China, Cuba, England, France, Germany, Ghana, Greece, Ireland, Italy, Japan, and Spain. Students can earn three credits on a short-term program, and each program is tailored to a specific theme, applicable to a student's major, minor, or other interest. These programs are led by Marist faculty and destinations vary each academic year. More information is available on the Office of International Programs website: <http://www.marist.edu/international>.

MARIST INTERNATIONAL PROGRAMS AND NON-MARIST STUDENTS

A limited number of MIP programs are open to non-Marist students in good standing at other U.S. and international academic institutions. Programs currently open to non-Marist students include the Marist Cuban and Caribbean Studies Program offered in collaboration with the University of Havana; the Marist Asia Summer Abroad Program (ASAP) focused on business and travel to eight different Asian countries; the Marist Mod'Spe Paris Fashion Program in France;

and the Marist Universidad Carlos III de Madrid Program in Spain. Information for non-Marist students who wish to apply to MIP programs is available on the Office of International Programs website: <http://www.marist.edu/international>.

MARIST-LDM DEGREE PROGRAMS

In September 2006, Marist College proudly launched a Bachelor's Degree Program in partnership with the Scuola Lorenzo de' Medici (LdM) in Florence, Italy. Marist now operates a branch campus at our Florence location. This degree program has been designed to meet the academic needs of qualified students from around the world. The Marist Brothers set forth a tradition that embraced a pursuit of higher human values, service, and excellence in education and were committed to global education as they established Marist educational centers across the world. Marist College and Lorenzo de' Medici are pleased to follow in the footsteps of that tradition with the Marist-LdM campus in Italy, a fully interdisciplinary and international academic learning environment. Current offerings include:

- Bachelor of Arts in Fine Arts: Studio Art
- Bachelor of Arts in Fine Arts: Art History
- Bachelor of Science in Conservation Studies/Restoration
- Bachelor of Science in Digital Media
- Bachelor of Science in Studio Art
- Bachelor of Professional Studies in Fashion Design
- Bachelor of Professional Studies in Interior Design
- Master of Arts in Museum Studies

The individual courses, degree curriculum, program assessments, and academic services are delivered in the same format as those conducted on the New York campus, ensuring high academic quality and commitment to excellence.

LdM started life in 1973 as one of the first centers in Florence to specialize in teaching Italian as a foreign language. Later the school branched out into Studio Art courses, and has now become Italy's leading study-abroad institution, with centers in Florence, Tuscania, and Rome. At LdM, approximately 150 dedicated and qualified professors from Italy and all over the world teach over 400 different courses in Arts, Humanities, Social Sciences, Business, Economics, Political Science, Mathematics, Studio and Performing Arts, and Italian Language. Classroom-based liberal arts courses supplement traditional teaching methods by using the unrivaled opportunities that Florence offers for investigating the history and cultural heritage of Italy in galleries, palaces, gardens, churches, and museums. Art programs stimulate and develop the potential individual creativity of students, providing them not only with the technical skills, but also the conceptual insights necessary for the development of artistic talent. LdM prides itself on its years of experience of offering vocationally oriented courses in Fashion, Archaeology, Studio Arts, Performing Arts, and allied subjects. LdM gives its students direct experiential learning and provides them with the tools necessary for entering the competitive labor market. In collaboration with the University of Florence, LdM Archaeology students have excavated archaeological sites in central Italy, while those in Art Restoration courses have restored paintings and sculptures, some by the greatest artistic masters of the Renaissance like Ghirlandaio, Botticelli, and Michelangelo. Sculpture students spend time living and working in Carrara, learning the traditional techniques of marble sculpture in professional workshops and visiting the caves where Michelangelo chose the marble for his own masterpieces. Photography students develop their visual skills through immersion in the exquisite beauties of the Tuscan countryside. Fashion and art students work on commercial projects, meet industry professionals, and exhibit their work. Additionally, LdM provides its students with library and computing facilities, a wide range of student clubs and societies, and organized cultural events, field trips, and site visits.

LdM is authorized by the Ministry of Public Education in Italy, and has recognition by, accreditation from, and membership in a number of European and international educational organizations. The academic programs offered at LdM, including semester-long programs, one-year Study Certificates, and two-year Professional Study Certificates, are recognized by various colleges, universities, and institutes in the U.S. In its teaching program, the School collaborates with the University of Florence.

MARIST-LDM STUDY-ABROAD PROGRAMS

A student in regular attendance at another college may register for courses at Marist-LdM to spend a semester abroad, make up deficiencies, or accelerate his or her program. Such a student should have permission from his or her home institution and should ascertain that the home institution will accept the transfer credits. Students should contact Marist-LdM Programs for more information.

LORENZO DE' MEDICI IN FLORENCE

Located in the heart of Tuscany, Florence is the ideal destination for those interested in studying art, Italian language, and culture. Extraordinarily rich in history and ancient traditions, the city, with its world-famous artistic heritage, offers the student a wide spectrum of cultural events throughout the year. The city is also known for its exceptional cuisine, characteristic restaurants, ice-cream parlors, wine bars, elegant shops, artistic workshops, and traditional markets. As a thriving economic center with particular strengths in the fashion, luxury goods, and tourist sectors, the city of Florence also offers its inhabitants the chance to investigate myriad aspects of the contemporary Italian world. In addition, Florence is an excellent location for access to other sites and cities in Tuscany, Italy, and Europe.

The Florence branch campus is located in ten campus buildings (totaling 4,800 square meters), mainly in the lively San Lorenzo district of the historic city center. The main building, situated in Via Faenza, dates back to the 13th century and originated as a convent connected to a medieval church, San Jacopo in Campo Corbolini. This church, now deconsecrated, was founded in 1206 and for its first hundred years belonged to the Knights Templar. Rich in medieval frescoes and sculpture, the church has recently been restored to its original splendor and serves as the setting for LdM conferences and receptions. Students and professors from LdM's Restoration Department were fully involved in the restoration of the church interior.

LORENZO DE' MEDICI IN TUSCANIA

In 2004 Marist-LdM opened a new site in historic Tuscania. This town is located on the borders of the Tuscany and Lazio regions of central Italy, south of Florence and not far from Rome, in the breathtaking countryside of the southern Maremma. Historically an important Etruscan city still rich with Etruscan archaeological sites and monuments, Tuscania has a population of 8,000 and offers students a human scale and a strikingly beautiful setting in which to find inspiration and realize their spiritual and creative potential. The School's historic building, located just inside one of the main gates of the ancient town, opens onto an exquisite internal courtyard with an adjacent meeting area. Besides providing students with a general range of course offerings in Art and Humanities and Italian language, Marist-LdM in Tuscania offers facilities for the specialized study of Theatre, Film/TV, and Archaeology.

LORENZO DE' MEDICI IN ROME

Marist-LdM opened its newest site in the heart of Italy's capital in Spring 2007. Rome is a city with an unparalleled history and a cultural diversity spanning over two millennia. The new Lorenzo de' Medici site represents a conscious decision to participate in the life, politics, and educational traditions that made Italy the seat of the Western world. Rome is an extraordinary synthesis of cultures from the Mediterranean region, North Africa, Europe, and an increasingly global community. The city seamlessly fuses the macrocosm of a large metropolis with the microcosm typical of small lively neighborhoods and picturesque districts in a way that is fresh and spontaneous. It is home to world-recognized monuments and locations that have been celebrated throughout the world. Rome itself forms a unique backdrop for many artistic and cultural events such as music, cinema, concerts, and sporting fixtures. The hills, piazzas, fountains, cobbled streets, and churches are a testimony to a great heritage, but at the same time provide a contemporary setting for the active social and cultural life of the thriving modern city. Spending any amount of time in the Eternal City is an experience that has kept visitors and pilgrims captivated for centuries. Whether the inspiration comes from a quiet spot in Rome's parks, from powerfully evocative ruins, from Renaissance or Baroque palaces, or from the awe-inspiring art of Vatican City, Rome continues to stimulate the senses. The unique history of Italy's capital city allows for the study of ancient cultures as well as contemporary political and international issues, all within the same location.

LORENZO DE' MEDICI IN VENICE

Marist-LdM Venice, in affiliation with Istituto Venezia, offers students an opportunity to study in an historic setting in the city center's Campo Santa Margherita. Whether you traverse the narrow streets on foot or the canals via vaporetto, you're certain to find yourself transported by the atmosphere that is uniquely Venice. The LdM Venice semester program features a range of courses in the liberal and studio arts, with an emphasis on Italian language and on the rich artistic resources of the city of Venice. In accordance with Marist-LdM's commitment to ensuring students' successful intercultural interactions,

students will enroll in either a 3- or 6-credit Italian language course as well as a complement of 3 to 4 electives.

OFFICE OF INTERNATIONAL PROGRAMS – NON-APPROVED PROGRAM POLICY

The Marist Office of International Programs maintains a portfolio of semester and academic-year programs which have been vetted according to study abroad best practice and the needs of Marist College students. This portfolio is reviewed annually. The process involves research into a program's academics, administration, logistics, and safety and security. Some programs may be examined but not ultimately approved for a variety of reasons, for example, weak academics, inadequate safety and security frameworks, lack of proper administration, or a saturation of approved programs at a given location. A student choosing to participate in a non-approved study-abroad program must be aware that such participation involves the following:

- Marist College will not pre-approve courses to be taken in a non-approved program. A request for review of coursework by the Office of International Programs may be attempted upon return. Marist College is not obligated to accept coursework from a non-approved program.
- Financial aid is suspended during a leave of absence. Marist College will not process a student's federal or state financial aid forms for semesters away to participate in a non-approved program. This includes financial aid consortiums.
- Following participation in a non-approved program, Marist College grants and scholarships will not necessarily be restored upon a student's return.
- Marist College will not assist the student with travel preparations, health insurance, housing accommodations, visa applications, payments, or other logistics for a non-approved program.
- Marist College does not guarantee on-campus housing upon return for a student attending a non-approved program.
- Marist College will not grant priority points for semesters away in a non-approved program.
- A student must request a leave of absence or, if the request is denied, withdraw from Marist College. This must be arranged through the Center for Advising and Academic Services.

PRE-COLLEGE PROGRAMS

Summer Pre-College is a summer academic program for high school students. Rising juniors and seniors in high school are invited to attend one of the course options, offered both at the New York and Italy campuses. Courses are regular Marist courses, accelerated into a two-week format. Students receive Marist transcripts and earn three college credits. Participants will get to experience college life while living on campus, eating in the cafeteria, and having access to the library, computer labs, and athletic facilities. Pre-College graduates are also given the opportunity to have an admission interview if they decide to apply for undergraduate admission.

PRE-MEDICAL AND OTHER PRE-HEALTH PROFESSIONAL PROGRAMS

Marist College offers prerequisite courses for entry into most medical, dental, and veterinary schools, as well as schools of podiatry, optometry, physician assistant, and other institutions allied to the health professions. Most students interested in preparing for health-profession careers major in the sciences. Pre-Med Biology majors should follow the recommended program sequence for Biomedical Science majors, found on page 68. Pre-Med Chemistry majors should follow the recommended program sequence for either the B.A. Biochemistry on page 83 or the B.S. Biochemistry Options on page 81. Pre-Med or Pre-Health Athletic Training majors should follow the recommended program sequence for the Athletic Training Major on page 62. Pre-Med or Pre-Health Medical Technology majors should follow the recommended program sequence for Medical Technology on page 155, choosing appropriate elective courses to fulfill the requirements listed below. Students may, however, major in the humanities or any other area, and take the necessary prerequisite courses, or their equivalents, as electives. These courses are as follows:

BIOL 130-131	General Biology I and II and Labs
CHEM 131-132	General Chemistry I and Labs
CHEM 211-212	Organic Chemistry I and II
CHEM 215-216	Organic Chemistry I and II Labs

PHYS 211-212	College Physics I and II
PHYS 213-214	Physics Lab I and II
ENG 120	Writing for College
MATH 241	Calculus I

A student planning to seek a career in a health profession should consult with the Advisor to the Health Professions, Professor Lisa Stephens, early in his or her freshman year. The Advisor assists a student in setting up a program of courses for entry into a professional school and continues counseling him or her while at Marist.

Admission to a professional school is based upon a student's record of academic achievement, performance on a national qualifying examination, and a letter of evaluation and recommendation from the Pre-Health Professions Committee. This committee is chaired by the Advisor to the Health Professions.

Students interested in applying to medical or veterinary schools should aim for a minimum cumulative index of at least 3.50 by the end of their junior year. Students interested in other professional schools should aim for a minimum cumulative index of at least 3.20.

PRE-LAW

Marist College takes pride in its tradition of providing students with a solid preparation for the study and practice of law. Grounded in a liberal undergraduate education modeled on the recommendations of the American Bar Association, this preparation has gained our students admission to a wide spectrum of law schools. These include the most prestigious in the country, among them Cornell, Yale, New York University, and Notre Dame. From there our alumni have entered virtually every field of activity including government service, private practice, corporate law, and the judiciary.

While requiring a degree from an accredited college, law schools generally prescribe no particular major or distinct pre-law curriculum. Instead they recommend broadly ranging courses which promote the acquisition of skills and habits conducive to legal reasoning. Law schools stress academic excellence, but they also urge the acquisition of certain key skills, among them:

- (1) The capacity for clear, critical, and creative thinking;
- (2) Habits of thoroughness and intellectual curiosity;
- (3) The ability to organize materials and communicate the results both in written and spoken form.

You should therefore try to select courses which offer:

- (1) A variety of reading assignments selected from well-written sources;
- (2) Frequent and well-directed class discussions;
- (3) Ample opportunity to prepare and criticize written and oral reports.

The following courses, beyond those in the Core/LS Program, are highly recommended as a strong preparation for the Law School Admission Test (LSAT) and for law school.

- (1) For clarity of thinking and analytical skills:
 - One or more courses in Logic (PHIL 203, PHIL 204, PHIL 310)
 - Principles of Macroeconomics (ECON 101)
 - Advanced Mathematics
- (2) For enhanced communications skills:
 - Advanced Writing (ENG 218)
 - Public Presentation (COM 101)
- (3) For a deeper understanding of human institutions and values:
 - History, Literature, Philosophy, Political Science
- (4) For valuable knowledge and insights into the study and practice of law:
 - Introduction to Law (POSC 102)
 - Origins of the American Legal System (POSC 105)
 - The Constitution (POSC 201)
 - Constitutional History of England (HIST 342-343)

Students are also encouraged to become active on the Debate Team, in Student Government, and as writers for *The Circle*, the Marist student newspaper.

Broadly speaking however, you should choose an educational program with objectives and purposes which meet your needs and interests. Indeed, an interesting and challenging program will inspire your best work and produce an undergraduate record which reflects that fact.

Members of the Pre-Law Advisory Committee (see below), who include practicing attorneys, offer advice on course selection, law school admissions, and career planning. We suggest early and frequent consultation.

Annamaria Maciocia (J.D.), Pre-Law Advisor; Fontaine 318, ext. 2515

Pre-Law Advisory Committee:

Robert J. Grossman (J.D.); Dyson 310, ext. 2947

John G. White (M.A.); Fontaine 325, ext. 2403

Through the Center for Career Services, qualified students may gain placement in law-related internships. Recently these have included the Dutchess County District Attorney's Office, the Public Defender's Office, and the State Assembly. The Center for Career Services also guides interested students to contacts with Marist graduates in the legal profession and organizes on-campus programs for students interested in law school.

Since the Law School Admission Test plays a major role (along with the academic record) in gaining admission to law school, Marist makes available several highly recommended test preparation programs to assist students in performing at optimum levels. Marist students also enjoy some cost reduction when certain LSAT preparation workshops, such as Kaplan, occur on campus.

CENTER FOR CAREER SERVICES

The Center for Career Services assists matriculated students and recent alumni with developing and attaining their career goals. Numerous services and programs are available to help students identify career options, gain career-related experiences, and locate full-time jobs. To learn more, we invite you to visit our home page at <http://www.marist.edu/careerservices>.

Career Planning: Choosing a career path is a process that unfolds throughout the college experience. It involves discovering individual potential, learning about career fields, and making decisions amid numerous options. Students are encouraged to engage in activities that will assist them in learning which career fields would satisfy their interests, abilities, values, and personality style. FOCUS 2, a computer-assisted career-guidance program, supports this process of self-discovery. Career planning is also facilitated through a one-credit course, Career Planning and Decision Making (CRDV 105N). The course guides students through a process of self-assessment, critical thinking, and research techniques, to define personal characteristics, and identify and research career options in order to make an informed decision about major and career. A large collection of career reference materials is housed in the James A. Cannavino Library.

Field Experience/Internships: Marist College offers a credit-bearing internship program. Depending upon the student's major, the internship may be required within the curriculum or selected as elective credit. Students from any major may explore an interest in field experience to gain a paraprofessional work experience that links theoretical knowledge to real-world situations. To be eligible for internships, students must meet certain requirements with respect to class standing and grade-point average. Students are encouraged to meet early in their Marist experience with their academic advisors to discuss internship opportunities and requirements. The following organizations are a few of those accepting Marist students for internships:

American Cancer Society	KPMG
Ameriprise Financial Services	Madison Square Garden
Atlantic Records	Michael Kors
Boehringer Ingelheim	Morgan Stanley
Barclays Capital	MTV Networks
Calvin Klein	NBC-Universal
CBS Sports	New York State Assembly
CH Energy Group	Northwestern Mutual
CNN	NYS Dept. of Environmental Conservation
Cumulus Broadcasting	NYS Attorney General
Deloitte and Touche, LLP	PepsiCo, Inc.
Disney ABC Media Networks	Poughkeepsie Journal/Gannett
Ernst & Young	RCA Music Group
Enterprise	Mid-Hudson Regional Hospital
ESPN	State Farm Insurance
Federal Bureau of Investigation	Target Stores, Inc.
Fox Networks	Tommy Hilfiger
Franklin D. Roosevelt Library	Toys R Us, Inc.
Frontier Communications	Travelers
Hudson Valley Magazine	UBS Financial Services
IBM	U.S. Dept. of Homeland Security
Johnson & Johnson	Washington Semester Program

Career Assistance: The Center places a strong emphasis on helping graduating students locate and secure professional positions with nationally and internationally known public and private firms, prestigious industry-leading companies, governmental agencies, and nonprofit organizations. More than 200 employers visit campus each year for recruiting purposes, offering on-campus interviews, attending job fairs, or conducting information sessions. The Center encourages students to take advantage of one-on-one meetings with staff to build job preparation skills and strategies. However, technology also plays a large role in preparing students for the job search. The Center provides a dynamic website containing information on job-search issues and strategy. A proud partner of the National Association of Colleges and Employers, the Center provides 24/7 access to job information and recruiting tools through FoxQuest where students and alumni can schedule counseling appointments with Career Services staff, prepare winning resumes and cover letters and search posted jobs that will link directly with employers. The Center also links students to top employers' websites, major-specific job-search engines, and job listings. Alumni mentor current students at networking sessions on campus and through a searchable, on-line Alumni Career Network. Employment Practicum (CRDV 100N), a one-credit course, assists juniors and seniors in preparing for a job search. The following listing provides a sample of those organizations that have recently hired Marist graduates:

American Management Systems	Kohls
Ameriprise Financial	KPMG
A/X Armani Exchange	Madison Square Garden
Bank of New York - Mellon	MassMutual
BBDO Advertising	Math For America
Calvin Klein	McGraw Hill
Citigroup	Memorial Sloan Kettering
ConEdison	Morgan Stanley
CNN	MTV Networks
Deloitte & Touche	National Grid
Dolce & Gabanna	Northwestern Mutual
Eli Lilly	Pfizer
Ernst & Young	PricewaterhouseCoopers
ESPN	Proctor and Gamble
Federated Insurance	Ralph Lauren
First Investors Corporation	Rubenstein Communications
General Electric	Target
Goldman Sachs	Teach For America
Haddad Brands	TJX/TJMaxx
IBM Corporation	U.S. Peace Corps
JPMorgan Chase	Wells Fargo Financial
And school systems throughout the United States, including Hawaii.	

Graduate School: The Center supports the faculty in advising students for graduate and professional study. Helping students identify schools, register and prepare for graduate entrance examinations, and locate financial aid are all parts of the Center's mission. The annual **Graduate School Forum** allows students to speak with representatives from graduate schools. The Center sponsors prep courses for the GRE, LSAT, GMAT, and MCAT. A resource library of graduate school information, including a searchable, national database of programs, is available. The Graduate School and Fellowship Advisor assists students in gathering information and applying for prestigious fellowships such as the Fulbright, Javits, Madison, Truman, and National Science Foundation, among others. The institutions that follow are a sample of those that recently accepted Marist graduates:

Boston University
Rutgers University
Columbia University
San Diego State University
Cornell University
Stony Brook University
Drexel University
SUNY - Binghamton
Fordham University
Syracuse University
Harvard University
Tulane University
National University of Ireland, Galway
University of Connecticut

New York University
University of Pennsylvania
Ohio State University
Virginia Polytechnic University
Pennsylvania State University
Wesleyan University
Rensselaer Polytechnic Institute

OFFICE OF SPECIAL SERVICES/SERVICES FOR STUDENTS WITH DISABILITIES

The Office of Special Services provides a comprehensive range of support services and accommodations that promote the full integration of students with disabilities into the mainstream College environment. To receive services and accommodations, students must identify themselves to the Office and present official documentation of their disability.

Accommodations are individualized to meet the needs of each student and may vary depending upon the disability and/or course content. Accommodations that may be provided, as required by a student's specific disability include, but are not limited to:

- Textbooks in alternate format / E-Text
- Note-takers / Tape Recorder
- Testing accommodations
 - ✓ Extended time
 - ✓ Quiet location
 - ✓ Computer for typing essay questions
 - ✓ Calculator
 - ✓ Readers
 - ✓ Scribes
- Use of adaptive technology
 - ✓ Live Scribe Pen
 - ✓ Text Help Read & Write Gold
 - ✓ Dragon Naturally Speaking

Other services provided by the Office include:

- Assistance with course selection/registration
- Advocacy and liaison with faculty/staff
- Personal, career, and academic counseling
- Peer tutoring
- Referral to campus/community services

The Office supports the concept of self-advocacy for all students and does not provide faculty with prior notification of a student's enrollment. Requests for accommodations are made directly by the student. It is also the student's responsibility to request accommodations in a reasonable and timely fashion and to familiarize themselves with the Office's procedures.

Questions regarding the eligibility of any student and/or the availability of support services should be directed to the Office of Special Services, located in Donnelly Hall Room #226. The office is open Monday - Friday from 8:00 am until 5:00 pm. For more information please call the office at (845) 575-3274 or visit our website at www.marist.edu/specialservices.

TEACHER EDUCATION

ADOLESCENCE EDUCATION

Through the College's Office of Teacher Education, the Adolescence Education program prepares students for careers as secondary school teachers (Grades 7-12) in English, mathematics, biology, chemistry, social studies, Spanish, and French. The program seeks to provide for these prospective teachers:

- (1) A well-rounded professional and academic preparation which permits them to develop competencies for the initial stage of their teaching career.
- (2) An intensive training in a major field as well as in professional education courses which they will continue to build upon after their graduation from Marist.
- (3) The fulfillment of the requirements for provisional New York State teaching certification in a secondary school subject. All undergraduates interested in teaching certification should consult the Director of Adolescence Education during their freshman year.

Refer to the Education section of this catalog for further program details.

CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (GRADES 1-6)

Marist College offers an accredited program of study that prepares students for New York State initial certification in both childhood education (Grades 1-6) and students with disabilities (Grades 1-6). Early advisement is essential. Interested students should seek information from the Associate Dean of Teacher Education before the end of their first semester. Further information about this program can be found in the Education section.

STUDENT ACADEMIC AFFAIRS

Student Academic Affairs is concerned with ensuring that all Marist students have easy access to accurate and timely academic information so that students can make informed decisions and choices. Student Academic Affairs is comprised of five units that work collaboratively and synergistically to best meet the academic support needs of Marist students. These units include the Office of the Registrar, the Center for Advising and Academic Services, the Academic Learning Center, the Center for Multicultural Affairs, and the Center for Student-Athlete Enhancement.

OFFICE OF THE REGISTRAR

As the official recorder and keeper of student records, the mission of the Registrar's Office is to provide timely and accurate information to students and faculty regarding these records.

Registration information, transcript requests, transfer credit evaluations, enrollment verifications, New York State TAP award information, and Veteran's Benefits are all handled by the Office of the Registrar. Downloadable forms and information can be found at <http://www.marist.edu/registrar>. The Office of the Registrar is located in Donnelly Hall, Room 203.

THE CENTER FOR ADVISING AND ACADEMIC SERVICES

Under the umbrella of Student Academic Affairs, the Center for Advising and Academic Services (CAAS) is an academic support program designed to provide a wide range of services for undergraduate students, faculty and a dedicated team of advisors. Services include, but are not limited to, the following:

- Academic Advising Planner questions
- Academic advising for undeclared students
- Academic probation assistance
- Dean's List questions
- Questions on academic policies
- Report absence of four or more days
- Report academic difficulty
- Request an advisor change
- Request credit overage
- Request a change in registration after the deadline
- Withdrawal/leave of absence from the College

ACADEMIC LEARNING CENTER

The Academic Learning Center provides a range of academic-support services to enable students to have a more successful and rewarding learning experience at the College. The staff works closely with other student-support service areas, as well as with the College faculty and residence hall staffs. In many ways, the Academic Learning Center acts as a central link for all student-support services on campus. Among the most important activities of the Academic Learning Center are:

- The FOCUS Program, a full-year transition program for first-year students;
- A one-credit College Experience course for undeclared first-year students;
- A one-credit Career Planning and Decision Making course;
- A one-credit course in critical reading and thinking;
- A three-credit course in intermediate writing;
- The annual Majors and Minors Fair;
- Free course review or drop-in sessions, conducted by trained tutors to provide weekly or biweekly reviews of course material;
- Free proofreading assistance by trained peer tutors and a 24/7 online proofreading service;
- Private tutoring (for a nominal fee);

For further information contact the Academic Learning Center at (845) 575-3300 or visit our website at www.marist.edu/academics/alcl/.

THE CENTER FOR STUDENT-ATHLETE ENHANCEMENT

The Center for Student-Athlete Enhancement provides academic advising, tutoring, life-skills development, and study facilities to the student-athlete population at Marist College. In addition, the office monitors the academic progress and NCAA eligibility of each student-athlete. The Center for Student-Athlete Enhancement is committed to providing student-athletes with academic support services that will not only assist them during their time at Marist, but also allow them to develop the skills necessary to be successful after their playing careers are complete. For more information, visit our website at <http://www.marist.edu/athletics/studentathlete/services.html>.

THE CENTER FOR MULTICULTURAL AFFAIRS

The mission of the Center for Multicultural Affairs is to engage the Marist community in events and activities that highlight diversity and multiculturalism, creating a climate of access, equity, and inclusion that celebrates the rich contributions of all cultures, and to empower students to achieve academic success by preparing them to become engaged global citizens. The Center houses the Arthur O. Eve HEOP program as well as International Student Programs. All Marist students are welcome to participate in campus-wide activities sponsored by the Center for Multicultural Affairs/HEOP and to use the Center as a source of information and support for cultural initiatives. For more information, please call the Center at (845) 575-3204, located in the James A. Cannavino Library, Suite 337. Questions can be emailed to Multicultural@Marist.edu. You may visit our website at <http://www.marist.edu/academics/multicultural/>.

ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

The Arthur O. Eve Higher Education Opportunity Program is a comprehensive academic-support services program designed for New York State residents who have not had educational opportunities which prepared them for college and who meet the income guidelines established by the Board of Regents. HEOP is housed in the Center for Multicultural Affairs (CMA).

HEOP students receive a broad range of innovative support services, including participation in a six-week pre-freshman summer program; academic, personal, and career counseling; individual and small-group tutoring; leadership training; and student development workshops. HEOP students are expected to live on campus unless the student is above the traditional age and/or is married or has dependents.

The HEOP program is jointly sponsored by the College and the New York State Education Department. Students are admitted without regard to age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, genetic predisposition or carrier status, or sexual orientation in its educational programs, services and activities.

Applications are welcomed from anyone who:

- (1) Has been a New York State resident for one year preceding the term of entry into HEOP.
- (2) Possesses a New York high school diploma or its equivalent.
- (3) Is a high school graduate or a GED recipient who has not taken college courses for credit.
- (4) Is inadmissible according to Marist's regular admissions criteria.
- (5) Demonstrates the academic potential and motivation for satisfactory completion of a degree program.
- (6) Meets the economic guidelines established by the State of New York Board of Regents.
- (7) Has been in an approved opportunity program (if a transfer student).

For further information, please contact the CMA/HEOP office at (845) 575-3204, Cannavino Library, Suite 337. Questions can be e-mailed to HEOP@marist.edu. We invite you to visit our home page at www.marist.edu/academics/multicultural/heop/.

INTERNATIONAL STUDENT PROGRAMS

These programs offer a range of orientation and support services for both undergraduate and graduate students who come to Marist College from abroad. These include an intensive orientation program for new students prior to the start of classes each semester with a series of follow-up seminar sessions during the semester, as well as special workshops, social events, and ongoing academic, linguistic, and cultural guidance throughout the academic year for all international students, both new and current. International students should plan

to arrive approximately one week before classes begin in order to participate in the required Marist International Student Orientation Program. This program is designed to introduce students to the academic policies and procedures at Marist College and to familiarize them with the campus, the surrounding community, and with the United States. As part of the extended orientation program, international students will also be required to participate in an American Culture and Language Seminar during their first semester. The Center for Multicultural Affairs, which administers International Student Programs, provides continuing support for international students throughout their academic career at Marist College. For further information, please contact the CMA Office at (845) 575-3204, Cannavino Library, Suite 337. Questions can be emailed to Multicultural@marist.edu. We invite you to visit our website at <http://www.marist.edu/academics/multicultural/>.

MARIST COLLEGE HIGH SCHOOL PROGRAMS

The Marist Bridge Program has been the focal point of articulation between local high schools and Marist since 1973, when the College developed its first "bridge" program. The Marist Bridge Program allows qualified high school seniors to complete their freshman year of college during their senior year in high school. These students undertake part of their coursework at the high school and come to the College campus for the remainder of their program.

The School-College Program recognizes college-level work done at the high school and allows qualified students to take these courses for Marist credit at a reduced tuition. All School-College courses are approved and supervised by the respective academic schools at the College. The Academic Learning Center is also responsible for the administration of the Marist-New Hope extension center.

The High School 1 Program offers high school juniors and seniors the opportunity to register for one three-credit course per semester for college credit at Marist at a reduced tuition. A minimum high school grade-point average of 85 and written permission from the high school guidance counselor are required.

For further information about these programs, please contact the Director of The Learning Center at (845) 575-3300 or visit our website at www.marist.edu/academics/highschool/.

COMMUNITY SERVICES

SCHOOL OF PROFESSIONAL PROGRAMS

Marist's School of Professional Programs offers undergraduate degrees and certificates, non-credit professional programs, on-site training and education, and related services and programs for adult learners in the Hudson River Valley and beyond. The School's academic programs feature flexible class scheduling, convenient location, innovative on-line and classroom-based delivery formats, a changing curriculum with practical workplace applications, and a faculty of professionals who are working in their fields of expertise.

The School of Professional Programs provides high-quality academic programs, teaching facilities, and support services for adult professionals. Nearly 500 students are currently enrolled in our undergraduate and certification programs, and many more have graduated and are successfully pursuing rewarding careers.

The School of Professional Programs is an academic school, which includes a wide variety of student services and also oversees many programs, including:

An off-campus Executive Center in Fishkill that provides Marist educational opportunities to residents of the Hudson Valley. Marist Fishkill Executive Center is located in the Westage Business Center off Route 9 at exit 13 of I-84. The Executive Center provides classrooms for undergraduate and graduate courses, business seminars, and non-credit professional programs. The center has computer labs and student workstations connected with Marist's high-speed Internet access and access to the Marist mainframe. In addition to the Executive Center site, GPP offers coursework for various programs in readily accessible online format. This gives Marist the distinction of making quality education for adults available for the residents of the tri-state area and the world.

The Center for Lifetime Study is a member-run educational organization for people of retirement age. Programs include non-credit courses, trips, special events, and social activities. For more information, call CLS at (845) 575-3000 x2901.

For further information on any programs, services, or sites, please contact the School of Professional Programs at (845) 575-3202 or go to the Marist website at www.marist.edu.

VETERANS

Marist College has the approval of the New York State Bureau of Veteran's Education for the training of veterans. The Office of the Registrar has information about veterans' benefits; all student veterans must submit appropriate forms to this office. Additional information may be found in the Financial Aid section of this catalog.

UPWARD BOUND PROGRAM

The mission of the Upward Bound Program is to promote the ideal of equal educational opportunity in postsecondary education. As such, the focus of the program is ensuring that the least advantaged students of two area high schools have a realistic chance to enter and graduate from a postsecondary institution.

The Marist Upward Bound Program was founded in 1966. It is an institutionally, state, and federally funded program that is designed to generate in program participants the skills and motivation necessary to persist in completing programs of both secondary and postsecondary education. The program currently serves 147 low-income and/or first-generation youths from two area high schools located in Dutchess and Orange Counties.

Upward Bound provides participants with a core curriculum of instruction that includes: Mathematics through Calculus II, Laboratory Science, Foreign Language, Computer Science, Career Exploration, Composition, and Literature. In addition, the program provides services for participants such as personal counseling, academic advisement, tutorial support, and social and cultural events. Many Marist faculty, staff, and students serve as volunteers and salaried employees during both the academic year and summer programs.

LIBERTY PARTNERSHIPS PROGRAM

Marist has sponsored the Liberty Partnerships Program since 1990. LPP is funded through the New York State Education Department to provide services that motivate at-risk students to graduate and enter postsecondary education as competent and compassionate adults. The program serves over 200 students per year in grades 7-12 at five schools in Poughkeepsie and Kingston. Services include academic support, counseling, college tours, career exploration, and cultural enrichment. Marist students serve as tutors, mentors, interns, or volunteers with the program. Partner organizations include the school districts, community-based organizations, and corporations.

CAMPUS LIFE

STUDENT ACTIVITIES

The primary focus of Student Activities is to encourage all students to develop their intellectual, spiritual, cultural, social, vocational, and physical capabilities. The Office of Student Activities helps coordinate and promote leadership opportunities and a variety of programs and services to enhance community development at Marist. Organizations include student government, residence hall councils, co-curricular clubs, honoraries, social fraternities and sororities, publications, recreation, community service, and a variety of interest groups. These activities are an integral and vital part of the educational life of the College, sharing goals of academic and personal development.

STUDENT PROGRAMMING COUNCIL (SPC)

Student Programming Council (SPC) provides quality programming and entertainment to students and the Marist Community. SPC programming includes a variety of lectures, performing arts, comedy nights, movie nights, coffeeshouses, novelty performances, Broadway trips to NYC, and major concerts. The SPC Executive Board is responsible for program selection, marketing, advertising, ticket sales, and promotions. SPC membership is open to all student. SPC works directly with the Office of Student Activities.

RESIDENCE LIVING

Residing in College housing provides students the opportunity to experience living in a community dedicated to the academic and personal development of each member. **College housing is guaranteed for the first two years for students accepted as resident freshmen.** All students residing in college housing must be enrolled with a minimum of twelve credits.

Residence facilities are an integral part of the College, not only in the size of the resident population, but also in the educational experience which takes place therein. On average, approximately 70% of full-time undergraduates will live in College housing.

The buildings used for College housing vary in size and character, from traditional residence high-rise facilities to townhouse apartments. The range of housing accommodations includes rooms located along a common hallway with a common bathroom, suite style rooms with a shared bathroom and single rooms in new apartment residences. In order to provide an environment conducive to academic and personal development, a code of conduct and a corresponding norms structure are strictly enforced. The professional and paraprofessional staff is responsible for enforcing the code and norms in the residence halls. The Director of Housing coordinates the entire operation of the residence halls; the Associate Director, the Assistant Directors and Resident Directors have the responsibility of managing the daily operations of the residences; Assistant Resident Directors and Resident Assistants have the responsibility of seeing to the smooth running of the designated wings, floors, or apartments, primarily by enforcing the norms, acting as role models and leaders through developmental and recreational programming. All buildings are equipped with fire alarm systems. All systems are tested and inspected annually by a New York State certified fire alarm installer. All fire alarm systems are monitored 24/7 off campus by a central monitoring station as well as by the Safety and Security Office on campus. The college is equipped with fire sprinklers in most buildings and all systems are inspected quarterly in accordance with the Fire Code of New York State. As buildings are renovated or remodeled sprinkler systems are added per NYS Fire Code. All buildings are in compliance with NYS Building and Fire Codes. More information describing college housing facilities is available on the Housing and Residential Life webpage.

Residence assignments are, as a rule, made on the basis of double occupancy. The College reserves the right to require any student to live on campus.

Dining Services

Campus dining services offer high-quality foods and beverages with excellent service through retail, residential, and campus catering dining facilities. The

dining plans at Marist College offer the utmost in flexibility and value, with convenient, affordable, customizable options for all students, from resident freshmen to resident upper-class students to commuters.

Dining locations on campus open as early as 7:15 a.m. and close as late as 1:00 a.m. The main dining hall offers a wide variety of freshly prepared meals, utilizing local and regional ingredients when available. Retail locations offer convenient prepared meals and made-to-order takeout, with a variety of novelty and beverage items. Campus catering is also available for student groups, residence halls, and special events throughout the academic year.

For inquiries or information, we encourage you to contact our Dining Services Office at (845) 575-5100 or visit www.maristdining.com. Managers are on site seven days per week to answer your questions.

Participation Opportunities

Campus residence and class level determine which dining plan options are available to students. All resident freshmen are required to participate in the Carte Blanche Plan. Students returning as a sophomore, junior, or senior and residing in college housing are assigned to a campus dining plan based on their residence location. All residents housed as sophomores, excluding Marian and Mid-Rise Halls, will be pre-enrolled in the Apartment 15 Meals Plus \$150 Thrifty Cash for the semester and must remain at a minimum in this plan. Residents of Mid-Rise and Marian Halls are required to participate in the Carte Blanche Plan.

All junior and senior students residing in College apartment housing will be assigned to the Apartment 15 Meals Plus \$150 Thrifty Cash, but have the option to withdraw from the plan if they choose to. Students residing in apartments may also select any dining plan beyond the minimum dining plan assigned to them.

Commuter and off-campus students also have the ability to select any dining plan offered.

RECREATION

Athletics

Marist's spacious campus includes a number of athletic facilities. On the south end of the campus is the James J. McCann Recreation Center. This recreational facility was opened in 1977 and is the focal point for the majority of our athletic teams. In September 2011, an 11,660 square-foot addition to the south end of the McCann Center was completed. The facility is used exclusively by the men's and women's basketball programs and includes player lounges, a team film theatre, coaches' offices, video editing rooms and conference rooms. Improvements were also made to the McCann Center lobby, restrooms, playing surface, and seating. Two high definition video boards were added to enhance the fan experience on game days.

Adjacent to the McCann Center is the McCann Baseball Field and practice field. Tenney Stadium provides both chair-back and berm seating for spectators and is home to football, lacrosse and soccer. Along the banks of the Hudson River lies a twelve-acre parcel with a scenic river walk, a bulkhead and dock system, renovated green space, a gazebo, and new landscaping. Renamed Longview Park, this benefits the Marist men's and women's crew teams along with members of the community. The Gartland Athletic Fields are located behind the Gartland Commons. This ten-acre area serves as the home for the softball program and provides intramural fields for students.

In December of 2000 a new sports medicine facility opened its doors, offering Marist student-athletes the best treatment available with top technological advances in equipment and modalities. A 500-square-foot taping and equipment room in addition to a 1,600-square-foot treatment center is located at the back of the McCann Center.

Along with the sports medicine facility, a 1,600-square-foot academic area opened its doors on the second floor of the McCann Center. This area houses the Director of Student-Athlete Enhancement and the staff and provides the athletes a state-of-the-art academic complex. This center is also used extensively for the NCAA Student-Athlete Affairs Program.

Marist offers a comprehensive intercollegiate athletic program. Men's varsity teams are offered in football, soccer, cross country, baseball, basketball, swimming and diving, crew, track and field, tennis, and lacrosse. Women's varsity teams are offered in volleyball, tennis, cross country, softball, basketball, track and field,

crew, soccer, water polo, swimming and diving, and lacrosse. All of the varsity teams participate at the NCAA Division I level.

Numerous club sports are offered, including ice hockey, skiing, rugby, cheerleading, dance team, fencing, men's volleyball, racquetball, equestrian, and bowling.

The intramural program offers a variety of activities, including basketball, volleyball, softball, flag football, soccer, racquetball, tennis, running, women's lacrosse, dodgeball, and ultimate Frisbee. Programs can be added based upon student interest.

Throughout all levels of the physical education and athletics programs, the College emphasizes the physical, social, and recreational benefits to be gained through active participation. With these educational values in mind, the College fosters a program that encourages as broad a student participation as possible in the physical education programs as well as in the intercollegiate, intramural, and club sports offered.

STUDENT GOVERNMENT, CLUBS, AND ORGANIZATIONS

STUDENT GOVERNMENT ASSOCIATION (SGA)

The Student Government Association (SGA) is responsible for student government at Marist College. SGA strives to maintain a positive working relationship with all groups and members within the College Community through its clear articulation of student concerns, issues, and priorities. The SGA office is located in the Student Center. The responsibilities of the SGA are:

1. Representing the student voice by making decisions, which may affect the entire campus or any one student group or organization.
2. Enhancing communication between students and College administration.
3. Granting or removing charters of clubs and organizations.
4. Appointing students to positions on the Executive and Judicial Boards and campus-wide committees.
5. Appointment, guidance, and oversight of the Financial Board. The Financial Board is responsible for appropriations to student activities funds for clubs and organizations.

STUDENT BODY PRESIDENT

The Student Body President acts as a student ombudsman who represents the interests and opinions of the student body to the College administration. In addition, he/she presents the views of the administration and faculty to the Student Body while striving to maintain mutual cooperation and understanding among students, faculty, and administration. The Student Body President acts to protect the rights of students and strives to make the Marist Community a place where people live and work with respect for each other. The Student Body President is responsible for investigating problems, complaints, and issues affecting students. The Student Body President serves as the Chair for Student Senate and Executive Board SGA meetings and is the student representative to the Board of Trustees.

SGA consists of three branches of government: the Executive Branch (Executive Board), Legislative Branch (Student Senate), and the Judicial Branch (Judicial Board).

EXECUTIVE BRANCH (EXECUTIVE BOARD)

The Executive Branch serves as an advisory board to the SGA President. The positions on the Executive Branch are appointed by the Student Body President and are confirmed by the Student Senate (Legislative Branch). The positions consist of: the Student Body Executive Vice President, Executive Secretary, Director of Public Relations, Chief Financial Officer, Vice President for Student Life, Vice President for Student Programming, Vice President for Club Affairs, Vice President for Academics, Vice President for Athletic Affairs, Elections Commissioner, and Parliamentarian.

Council of Clubs is the total number of clubs and organizations recognized by SGA. There are six advisory councils including Co-curricular, Greek, Honorary/Professional, Production/Performance, Social/Service, and Sports.

Financial Board is responsible for the oversight of the distribution of the Student Activities Fee to chartered clubs and organizations. Financial board members are appointed by the Chief Financial Officer (CFO) and approved by the Student Senate. In addition to the CFO, the Financial Board has an Assistant

to the CFO, four appointed students, and one College administrator appointed by the Vice President for Student Affairs.

Public Relations is responsible for disseminating information from the Student Relations Association to the Marist Community. Public Relations utilizes all campus media outlets: Marist College radio, TV, and the campus newspaper. In addition, Public Relations is responsible for press releases, polling, and designing flyers for SGA-sponsored events.

Student Academic Council (SAC) establishes firm lines of communication between the academic schools and the student body and explores avenues of curricular growth and development. Students are able to voice their concerns and/or suggestions through their SAC school representative in reference to academic programs, proposals, and changes in curriculum.

Student Life Association (SLA) consists of members from each of the resident and commuter student councils. The SLA promotes activities to provide unity among commuter and resident students. The SLA consists of members elected from each residence area and from the commuter population.

Student Programming Council (SPC) provides quality programming and entertainment to students and the Marist Community. SPC programming includes a variety of lectures, performing arts, comedy nights, movie nights, coffeehouses, novelty performances, Broadway trips to NYC, and major concerts. The SPC Executive Board is responsible for program selection, marketing, advertising, ticket sales, and promotions. SPC membership is open to all students.

LEGISLATIVE BRANCH (STUDENT SENATE)

The Legislative Branch is responsible for all SGA legislation. The Legislative Branch, also referred to as The Senate, meets on a weekly basis to decide on approving SGA operations, appointments to SGA positions, and to act upon campus-wide student initiatives. The Legislative Branch consists of the four duly elected class presidents representing the freshman, sophomore, junior, and senior classes; four campus-wide elected resident student senators; and two campus-wide elected commuter student senators. Legislative members may be appointed to campus-wide committees and are able to chair SGA committees.

JUDICIAL BRANCH

The Judicial Branch is responsible for administering all hearings concerning and pertaining to student governance with the exception of cases involving suspension, dismissal from college, or criminal charges. The Judicial Branch consists of the Chief Justice, one commuter and one resident student appointee, two students elected campus-wide, one appointed administrator (by the Office of Student Affairs on a case-by-case basis), and one faculty member. In addition, the Judicial Branch is responsible for the management of student parking appeals.

HONOR SOCIETIES

Marist maintains a strong affiliation with national honorary societies. The College has active chapters with Alpha Chi (all disciplines), Alpha Delta Sigma (Advertising), Alpha Phi Sigma (Criminal Justice), Alpha Sigma Lambda (Part-time Students), Beta Alpha Psi (Accounting, Finance, and Information Systems), Beta Gamma Sigma (Business Administration), Kappa Delta Pi, Alpha Gamma Kappa Chapter, International Honor Society in Education, Lambda Pi Eta (Communications), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Pi Sigma Alpha (Political Science), Psi Chi (Psychology), Sigma Delta Pi (Hispanic), Sigma Tau Delta (English), and Sigma Zeta (Science and Mathematics). Student's induction into these honorary societies is based on standards of academic merit and accomplishment.

STUDENT SERVICES

Campus Ministry

Campus Ministry seeks to provide for the religious and spiritual needs of all members of the Marist Community, which includes students of all faith traditions. The staff and the students who are active in planning Campus Ministry programs encourage all on campus to take part in community service programs, small faith groups, discussions, retreats, and social activities sponsored by Campus Ministry.

Two Catholic Masses are celebrated on Sundays and four weekdays in the Seat of Wisdom Chapel. Interfaith services are held there or at other sites on campus. Clergy of various traditions are invited to campus, and the staff networks with local churches and synagogues to provide opportunities for students to attend services.

The Campus Ministry center on the south side of campus is Byrne House, located behind Champagnat. The Ministry Center for the north campus is in Kirk House. Students and other members of the Marist Community are welcome there at any time.

MARIST WELLNESS CENTER (HEALTH AND COUNSELING SERVICES)

HEALTH SERVICES

Overview

Marist Health Services (MHS) is located in Room 352 of the Student Center. Services are available to all full-time undergraduate Marist College students. Health Services visits are covered by the student health fee paid with each semester's tuition.

MHS is open Monday through Friday from 8:30 A.M. to 7:00 P.M., and from 12 noon to 5:00 P.M. on Saturday and Sunday when classes are in session. Staffed by physicians, nurse practitioners, registered nurses, secretaries, and medical assistants, MHS provides evaluation and treatment of common problems such as acute illness and minor injuries. Students are seen on an appointment basis. Every effort is made to deal with urgent issues promptly. Emergencies or problems that are beyond the resources of MHS are referred to Mid-Hudson Regional Hospital or Vassar Brothers Medical Center Emergency Department (see below). Please call (845) 575-3270 for an appointment or information.

MHS can refer students and families to community health resources such as medical specialists, physical therapists, and dentists. Student health fees do not cover such visits. If you anticipate the need for special care, it is most efficient to begin by checking with your health insurance plan about coverage and any "preferred" or "in-network" providers in the Poughkeepsie area. MHS does not provide routine physical examinations or physicals for sports or activities.

Excuse Policy

Marist Health Services does not provide excuses for routine illnesses, injuries, and mental health problems that may lead to missed classes, labs, studios, exams, or deadlines. This policy resembles those of most other colleges and universities and is consistent with the recommendation of the American College Health Association.

Marist College expects that students will be honest with their professors regarding their ability to complete work, and professors are expected to work with students on these issues. Academic advising staff are available to provide assistance to students or faculty members who have concerns about attendance issues.

Absence of 4 days or longer

If a student has an illness or family emergency that will result in 4 or more days of absence, the student should contact individual professors as soon as possible, as well as the Center for Advising & Academic Services (CAAS), Donnelly Hall, Room 224, 845-575-3500 / 845-575-3502 Fax. www.marist.edu/academics/advise.

CAAS will need the student's CWID, the start and anticipated end date of absence, the reason for absence, and contact information. The office will send notification of absence to the student's professors and advisor. Documentation will be required from the student upon return.

Exit from the College for medical reasons

For extended absence due to illness, students should contact the Center for Advising and Academic Services (above) for guidance about Marist College Policies. Any student exiting for medical reasons will be required to submit medical documentation to the Wellness Center that clears them to return to the College. The Wellness Center will review this documentation. This must include a summary of diagnosis, treatment, ability to return and fulfill the academic requirements of enrollment, and any need for accommodation or ongoing treatment while at Marist College.

Pharmacy services

MHS maintains a stock of medications for emergency use. Students can fill prescriptions at the pharmacy of their choice. Contact information for several pharmacies accessible from campus is available in the Health Services Brochure at www.marist.edu/healthservices. Common over-the-counter medications are available for purchase at the Book Store on the ground floor of the Student Center.

Nutrition services

Consultation with a certified nutritionist is available on campus by referral from Health Services or Counseling Services Staff.

After-hours care

Resident students requiring medical care after MHS hours should notify the Resident Advisor, Resident Director, or Marist Security. Students are referred to Mid-Hudson Regional Hospital Emergency Department, 241 North Road, (845) 431-8220, which is across the street from the campus, or Vassar Brothers Medical Center Emergency Department, 45 Reade Place (845-431-5680). Such visits will be billed to the student's insurance.

Please Note:

New York State Public Health Law 2165 requires College students to demonstrate proof of immunity to measles, mumps, and rubella (German measles). Students will not be permitted to register for classes or remain on campus unless this information is provided to Health Services. New York State Public Health Law 2167 requires students to complete the Mandatory Meningitis Vaccination Response form, which must be on file in Health Services. Mandatory Health Forms for Incoming Students can be found at <http://www.marist.edu/healthservices/healthforms.html>.

COUNSELING SERVICES

The Marist College Office of Counseling Services (CS) is dedicated to promoting emotional well-being, personal growth, awareness and life skills needed to prepare students to meet the challenges to come. Located in the Health and Wellness center in the Student Center, CS provides an array of high-quality services including individual and group counseling, crisis intervention, community referrals, and psychiatric consultation and medication management for students as well as psycho-education, workshops and trainings for the Marist community. CS is open during the academic year Monday-Friday, 8:30 A.M. to 5:00 P.M. (evening hours available by appointment only) and in the summer, Monday-Thursday, 8:00 A.M.-4:30 P.M., Friday, 8:00am to 4:00 P.M. To schedule an appointment, call (845-575-3314) or visit our office (SC 352). All CS services are provided free of cost.

For after-hours emergencies, contact the Office of Campus Safety and Security (845-471-1822) to reach the on-call CS counselor. To schedule an appointment, call (845-575-3314) or visit our office (SC 352).

FIRST-YEAR PROGRAMS AND LEADERSHIP DEVELOPMENT

As part of Marist's commitment to the successful transition of traditional-aged first year students into the college community, The Office of First Year Programs and Leadership Development (FYP & LD) offers undergraduate students a unique personal support structure centered on helping students reach academic, social, and personal goals which are critical to their success. To assist students in navigating their way through their first year of study, FYP Coordinators have offices in the first-year residence halls and typically live on campus providing accessible mentoring services. The Associate Director of FYP & LD is the mentor for our commuting students. The Associate Director's Office is located in the Student Center to offer commuters convenient access. In addition to administrative mentoring, FYP also runs a popular peer mentor program for both first year and transfer students. New students benefit from academic consultation, life-skills training, social networking, leadership development, and other personalized support services provided by the individual mentoring approach of their Coordinator and the personal development programs offered by this area.

ORIENTATION

Coordinated by the Office of FYP & LD, Orientation is the initial step in the first year experience at Marist. The program is designed specifically to help new traditional undergraduate students begin a successful academic and personal transition to college. First Year Programs staff, with the assistance of student orientation leaders, educates students and parents about the wealth of opportunities and resources available at Marist from the moment they step on campus. These one-day Orientation sessions take place during the first two weeks in June for traditional-aged undergraduate students entering in the fall semester. Orientation sessions are also provided for students new to the Marist campus in August and January. Orientation activities continue throughout the first year with a full Welcome Week of activities, workshops offered through the Personal Development Core, and other ongoing programs.

The School of Professional Programs coordinates a separate orientation for adult and graduate students. This program is designed specifically to address the concerns of adult students on the Marist campus.

LEADERSHIP DEVELOPMENT

One of the biggest programs on campus, the Emerging Leaders Program (ELP) provides opportunities for traditional undergraduate students to gain the skills necessary to become influential leaders and develop into well-balanced citizens of the Marist and world community. Students can earn an annual non-credit certificate of completion by participating in a variety of programs and workshops designed to help them define, discover, and develop their leadership style. Marist also has an active chapter of the National Society of Leadership and Success on campus for ELP participants who want to further their leadership training while earning a National credential.

STUDENT CONDUCT

The Office of Student Conduct is responsible for developing and administering a Code of Student Conduct that supports the College's values, goals, and priorities. Marist College is committed to providing an environment that promotes academic learning, institutional and personal integrity, justice, and equality. The College considers all Marist students as partners in the responsibility of creating and maintaining that environment.

Utilizing an educational philosophy, the program informs students of their responsibilities as members of the community; involves students, faculty, and staff in administering the disciplinary process; and assists all members of the campus community to live and learn in an environment that is orderly, peaceful, and supportive of individual growth and development.

The Code of Student Conduct is distributed to all entering students. Copies are also available in the Office of Student Conduct, the Housing and Residential Life Office, Student Affairs, Student Government Association, and the Library. In addition, this document is on-line at the following address: www.marist.edu/studentlife/studentconduct/. Amendments to the Code of Student Conduct are made via the above-mentioned website. Although changes are rare, students are responsible for the information contained in this document. Therefore, students are advised to check this website on a regular basis for the latest information.

PUBLICATIONS

The Student Handbook:

Annual publication.

The Code of Student Conduct

The Circle:

Weekly campus newspaper.

The Marist Journal of History:

Publication of Mu Zeta Chapter of Phi Alpha Theta.

The Mosaic:

An arts and literary magazine published once or more each year by the student body, containing contributions from students, faculty, and staff.

The Generator Magazine:

An appreciation of the arts and entertainment magazine, highlighting student journalism and graphic design, published twice a semester.

The Fox Forum

Student journal for academic discourse published once a semester.

OFFICE OF SAFETY AND SECURITY

SECURITY SERVICES

The Office of Safety and Security at Marist College provides a 24-hour, 7-day-a-week service to the College Community, its visitors, and guests. The Safety and Security Office works as a liaison with local fire, police, and rescue agencies. Among the many services this office provides are as follows:

- (1) All officers are NYS-Certified Security Officers and have CPR/AED certification.
- (2) Escorts of students to and from dormitories and classroom buildings during hours of darkness.
- (3) Motor vehicle registration and issuance of parking permits.
- (4) Card Access Control, key issuance, lock maintenance and repair.
- (5) Oversees the College's annual fire inspection by the NYS Office of Fire Prevention and Control.
- (6) Fire alarm and fire equipment maintenance, conducts fire drills in accordance with New York State law.
- (7) Lost and Found.
- (8) Vehicle lockouts and jump starts.

PARKING & VEHICLE REGISTRATION POLICY

The Office of Safety and Security is responsible for the implementation of the parking and vehicle registration policy and the enforcement of its provisions. There is no charge for parking permits.

In order to facilitate traffic flow on Marist College property and to ensure unimpeded emergency response to the needs of the College Community, the following policies have been established:

PERMITS

Parking on campus is limited to those vehicles registered with the Office of Safety and Security and to which a Marist College parking permit has been issued. Permits must be displayed as required by the parking regulations. Vehicles without permits are subject to towing at the owner's expense.

Vehicles parked in other than the lot designated will be treated as vehicles without permits.

All vehicles must be registered for the current school year.

When applying for parking permits, the following documents are required:

a. Driver's license

b. Vehicle registration

Marist College provides handicapped parking spaces throughout the campus. Only vehicles exhibiting official state handicapped plates or official local government handicapped parking permits will be permitted to park in the handicapped parking spaces. The official plates and permits are recognized only when the operator of the vehicle is the individual to whom the plates/permits are assigned. It should be noted that handicapped parking rules are enforced by the Town of Poughkeepsie Police Department as well as Marist College Security.

Freshman resident students are not permitted to have a car on campus. A student must have 30 credits or more to be considered a sophomore. Any exceptions must be approved by the Director of Safety and Security.

RESIDENT STUDENT PARKING

There is a limited number of parking spaces on campus. Requests for parking permits will be approved on a space-available basis. Students are not guaranteed a parking space in the parking lot closest to their residence hall or townhouse. Vehicles must park only in the lot designated on the permit.

COMMUTER STUDENT PARKING

Commuter student parking is limited to Beck Place and McCann. After 5:30 P.M. on class nights, commuter students may park in staff lots on a first-come, first-serve basis.

VISITOR PARKING

Visitor parking is permitted by display of a visitor's parking pass issued by the Office of Safety and Security. Visitor's parking areas are reserved for the use of off-campus visitors only. Please check in at the Office of Safety and Security, Donnelly Hall.

PARKING RESTRICTIONS

In addition to the above, the following parking restrictions apply:

Parking is not permitted in areas other than marked parking spaces. Parking in restricted areas subjects the vehicle to traffic citations, "booting," and towing at the owner's expense. Restricted areas include, but are not limited to, fire zones, no-parking areas, crosswalks, fire hydrants, handicapped zones, restricted-permit parking areas, and grass areas.

With the exception of resident-student parking areas, overnight parking is not permitted. PARKING ON ROADS OR SHOULDERS OF ROADS IS PROHIBITED.

Fines must be appealed or paid at the Student Accounts Office within ten days of issue. A schedule of parking violation fines can be obtained from the Office of Safety and Security. Violations of this parking policy may result in revocation of parking privileges.

PARKING APPEALS

The Student Government Association (SGA) has a parking appeals process in place. Appeal forms may be obtained at the SGA Office or the Office of Safety and Security. All appeals decisions are FINAL.

The Advisory Committee on Campus Safety will provide upon request all campus crime statistics as reported to the United States Department of Education. Marist College's annual campus crime information can be found at <http://ope.ed.gov/security/search.asp> or <http://www.marist.edu/security/student.html> or by calling the Office of Safety and Security at 845-471-1822.

The Office of Safety and Security is located in Donnelly Hall, Room 201, and can be reached by calling (845) 575-3000, ext. 2282 or (845) 471-1822. In emergency only, dial 5555. SNAP Escort Service – dial 7627.

ADMISSION TO THE COLLEGE

ADMISSION TO THE FRESHMAN CLASS

Marist College is committed to enrolling a diverse group of young men and women whose backgrounds and talents will enhance each other's educational experience. Moreover, the College seeks students who are eager to participate in the campus community and who wish to make a positive contribution to the student body. A student interested in applying to Marist College should rank in the top half of their graduating class and hold a recalculated average between 3.2-3.7 or better. The quality and difficulty level of each class is taken into account as well. Leadership qualities and high school activities are also important. Candidates should meet the following minimum requirements. Test scores, although considered, are not the primary factor in the selection process. The secondary school record and the quality of courses completed are our principal concern.

All those applying to Marist must have graduated from an accredited high school or possess the appropriate high school equivalency and have completed 17 units, of which 15 must be in academic subjects. The following is the distribution of units:

English	4 units
History/Social Studies	3 units
Science	3 units
Mathematics	3 units
Language	2 units
Elective	2 units

These high school units should be viewed as guidelines for admission to the College.

Accompanying the official Admission application form, obtainable from the Office of Undergraduate Admission, must be the following:

- (1) Official transcript of high school record including senior grades.
- (2) Results of SAT or ACT Test Scores, unless the student applies test optional.
- (3) Recommendation of the high school counselor or college advisor.
- (4) Second letter of recommendation.
- (5) Essay
- (6) A nonrefundable \$50.00 application fee.

All students interested in Marist are encouraged to visit the campus. Reservations for our information sessions and other visit opportunities can be made online at www.marist.edu/visit or by calling (800) 436-5483.

INTERNATIONAL STUDENTS

In addition to meeting the academic standards for admission, international students applying for undergraduate admission to Marist College should supply the Office of Undergraduate Admission with the following:

- (1) Official translated transcripts of secondary school records.
- (2) An official translated transcript from any college or university attended.
- (3) Score reports of any national examinations administered by the applicant's home country. Advanced credit for international diplomas is possible if all other academic prerequisites have been met.
- (4) Official results of the SAT or the ACT, if available.
- (5) Official results of the Test of English as a Foreign Language (TOEFL), or the International English Testing System (IELTS) for non-native English-speaking students.

NOTE: International students should take into account that tuition and fees (see page 263) are based on one year of study. Additional costs will also be incurred due to cost of living increases and travel expenses.

Non-US citizens are required to have an F-1 student visa to attend Marist College. Accepted students receive a letter of admission and an enrollment form. Once a student submits an enrollment deposit, they are required to submit the following information to obtain their I-20:

- (1) Declaration of Finances and Sponsorship
- (2) Current bank statement or bank letter
- (3) Copy of Passport ID page
- (4) Proof of English proficiency (TOEFL or IELTS)
- (5) Transfer recommendation Form (only for students currently holding an F-1 Visa)

The I-20 form, issued by Marist College, enables international students to apply for an F-1 Student Visa at a U.S. Embassy or Consulate.

International students and U.S. citizens living abroad should plan to arrive approximately one week before classes begin in order to participate in the required Marist International Student Orientation Program. This program is designed to introduce students to the academic policies and procedures at Marist College and to familiarize them with the campus, the surrounding community, and with the United States. As part of the extended orientation program, international students will also participate in a U.S. culture and language seminar during the early part of their first semester at Marist College.

EARLY DECISION

Candidates applying for Early Decision are restricted to Marist as their single choice college. Students who are admitted to Marist under the Early Decision program are required to withdraw all applications to other colleges. The application deadline for Early Decision is November 1, and notification will be made by the end of December. Accepted Early Decision candidates will be asked to make a deposit by February 15.

Early Decision applicants seeking financial aid must submit the CSS Profile and the FAFSA. Applicants for Early Decision to Marist College must submit the CSS Profile by mid-December for financial aid consideration.

EARLY ACTION

Candidates applying for Early Action are not restricted to Marist as their single choice college. The application deadline for Early Action is November 15, and notification will be made by the end of January. Accepted Early Action candidates will be asked to make a deposit by May 1.

REGULAR DECISION

The application deadline for Regular Decision is February 1, and notification will be made by the end of March. Accepted Regular Decision candidates will be asked to make a deposit by May 1.

MATRICULATION POLICY

To be matriculated means that a student has officially been recognized and accepted as a degree candidate at Marist. A student must be matriculated in order to be eligible for various types of financial aid.

Occasionally, a student wishing to study for a degree at Marist College, but who has not yet met ordinary admission requirements, is permitted to take courses as a non-matriculated student. Upon completion of 12 credit hours with a 2.5 cumulative G.P.A., the student may request to matriculate. The Dean of the School of Professional Programs must approve coursework beyond the initial 12 credit hours. Students interested in matriculating into a program should contact the Office of Undergraduate Admission at (845) 575-3226.

The College is also prepared to admit a limited number of qualified applicants who wish to take selected courses for credit but who do not wish to study for a degree at Marist College. Such applicants are subject to the usual admission requirements.

Visiting Students from other Colleges:

A student in regular attendance at another college may register for courses at Marist to make up deficiencies or accelerate his or her program. Such a student should have permission from his or her Dean and should ascertain that the home college will accept the transfer credits. Students should contact the Office of Undergraduate Admission for more information.

TRANSFER STUDENTS AND TRANSFER OF CREDIT POLICY

Marist College welcomes and encourages applications from transfer students. Each year, approximately 250 students from two-year and four-year colleges throughout the United States choose to transfer to Marist. Transfer admission

operates on a rolling basis, beginning in March for the fall semester, and in October for the spring semester. Students interested in housing or financial aid are urged to submit applications as early as possible to ensure full consideration for these resources.

Transfers from two-year colleges must complete at least 50 credit hours at Marist. Transfers from four-year colleges must complete a minimum of 30 credit hours at Marist. Up to 70 credits may be accepted from a community college or accredited two-year institution, although fulfilling requirements toward a student's degree is dependent on meeting all specific program requirements for that degree. All transfer students must complete a minimum of 12 hours of upper-level credits in the major field. A maximum of 6 transfer credits can be accepted toward a minor, stand-alone concentration, or certificate. (In cases of math or science minors, transfer credit of up to 8 credits may be applied if the courses transferred in are approved 4-credit courses.) Other students will have their courses evaluated as stipulated below:

- (1) The course(s) must be similar in scope and content to courses offered at Marist.
- (2) Only courses in which a C or better has been obtained may be transferred to meet major, related field, and Core requirements. Credit for C- grades may be awarded on the elective credit category only.
- (3) Transfer courses applicable to a student's academic program will be accepted from accredited colleges and universities that meet Marist College's transferability standards. (Check with the Office of the Registrar for a complete list of acceptable accrediting agencies.)
- (4) Students who have taken College Writing I and II at another institution (or in high school as part of an articulation agreement) are exempt from ENG 120 Writing for College. Students who have only taken the equivalent of College Writing I still need to take ENG 120 Writing for College.
- (5) Transfer students who bring in 24 or more earned credits from their previous institution are exempt from the First Year Seminar. Transfer students with fewer than 24 credits who have taken a similar FYS course at another institution may be able to substitute that course for the Marist FYS.
- (6) Transfer students who bring in 36 or more earned credits from their previous institution are exempt from the Pathway requirement. They must earn a total of 36 distribution credits in the following areas: Fine Arts; History; Literature; Mathematics; Natural Science; Philosophy; Social Science; and Ethics and Justice (course in Ethics and Religious Studies). Students must take at least one three-credit course in each of these 8 subject areas. Foreign language courses are not required but may also count toward the 36-credit total. Transfer students with fewer than 36 credits may count courses taken at their previous institution toward the Pathway, provided they are applicable to the Pathway's topic.

All students will receive an official transcript evaluation for the program to which they apply. The evaluation will specify how many credits are transferable toward the baccalaureate degree at Marist, how many credits may be accepted but not applied toward the baccalaureate degree, and the remaining courses necessary to fulfill Marist degree requirements. The awarding of a baccalaureate degree is dependent on meeting the specific requirements for that degree. Consequently, it may be possible, under exceptional circumstances, for a student to have completed 120 or more credits and not be eligible to be awarded a degree. Grades for courses taken at other institutions are not included in the computation of the student's grade-point average at Marist.

The evaluation will be mailed to each candidate after all records are received. Any questions pertaining to the evaluation should be directed to the appropriate admitting office. Students are advised not to register for any course to which transfer credit may be applied. In addition, students should be sure that the necessary prerequisites for the course have been met. After the first date of attendance, the student must use the degree audit to track degree completion requirements. Degree Audits can be found on the Marist website: <http://www.marist.edu>.

Applications for transfer admission and further information are available through the Office of Undergraduate Admission. Students who are 22 or older should contact the Office of Adult Undergraduate Admission.

PROFICIENCY EXAMINATIONS

The College grants credit to students, at the time of matriculation, for Advanced Placement (AP), College Proficiency Examinations (CPE), NYS Regents College Exams, ACT-PEP, and the College Level Examination Program (CLEP) on an individual basis for examinations completed prior to matriculation. The acceptable score and credit assignment shall be determined by the department concerned with the subject area in which credit is sought. Please see the Marist website: <http://www.marist.edu/admission/transfer/credits.html> for more specific information.

Permission for matriculated students to use examination credits to meet degree requirements must be requested from the appropriate School Dean and will be granted only under extraordinary circumstances.

CREDIT FOR DEMONSTRABLE KNOWLEDGE GAINED FROM LIFE/WORK EXPERIENCES

A matriculated undergraduate student may apply for a limited number of credits for knowledge acquired from adult life/work experiences which occurred prior to matriculation. The student must be able to demonstrate and verify learning and/or skills comparable to the outcomes of courses at postsecondary levels of instruction. Application for credits should be made following matriculation and completion of 12 credits at Marist College. Administrative fees for evaluation and posting of credits will be required for each credit awarded. Additional information may be obtained from the School of Professional Programs.

CREDIT FOR COURSEWORK AT OTHER INSTITUTIONS

Successfully completed studies at another institution prior to senior year will be accepted as partial fulfillment of the requirements for graduation if: (1) the student, while in residence at Marist College, qualified for and was accepted into an established program such as the Marist Abroad Program or the Visiting Student Program or (2) the student, while an undergraduate at Marist, offered sufficient reason to the Dean of School to gain prior approval for summer or intersession courses at another institution or (3) the student began his undergraduate education at another college or university and transferred to Marist College (see the section on Transfer Students).

Students who have 70 or more credits on record at Marist will be permitted to do work only at other four-year accredited institutions. The final 30 credits for all students, which are equivalent to the senior year, may not be taken at another institution. No full-time, matriculated student at Marist is permitted to do coursework concurrently at another institution.

Only those courses with a C grade or better may be transferred. Courses with C- grades will only be awarded credit for elective courses.

PURSuing A SECOND DEGREE

Marist College may confer a second baccalaureate degree only as a means of recognizing that a candidate has competencies in two essentially different areas (e.g. B.A. in English/B.S. in Biology). A candidate for a second baccalaureate degree must complete at least 30 unique credit hours within the major and/or related field requirements beyond the requirements of his or her first baccalaureate degree. Candidates for a second baccalaureate degree should contact the School of Professional Programs, which will consult with the School Dean/Registrar for approval. Once cleared, a potential candidate may apply through Adult Admissions as a transfer student. Final transcripts from the institution awarding the first baccalaureate degree must be submitted at the time of application. Students admitted to pursue a second bachelor's degree may not change their majors without approval from the Registrar.

CITIZENSHIP REQUIREMENTS

All students must be United States citizens, permanent residents, international students possessing a student visa, and those non-immigrants who can attend school incidental to the primary purpose of their visa.

ACADEMIC POLICIES

STUDENT RESPONSIBILITY

Students are expected to familiarize themselves with the academic procedures and regulations described in this publication and with graduation requirements in their major. They are responsible for meeting deadlines published in the academic calendar and, when questions arise about regulations, policies or procedures, are expected to seek assistance from an advisor or the appropriate College office.

Please note that while academic advisors can provide assistance in understanding degree requirements and planning semester course loads, the primary responsibility for knowing and meeting program requirements rests with each student. The College will at times officially communicate with the student using U.S. Mail, Marist Campus Mail, and Marist Email. It is the student's responsibility to visit his or her campus mailbox and review her or his Marist email account on a regular basis.

THE ACADEMIC CALENDAR

The Academic Calendar consists of two traditional semesters (fall and spring) of fifteen weeks each. The Traditional Academic Calendar appears on <http://www.marist.edu/academics/calendars.html>.

Marist College also offers a shortened Winter Intersession and Summer Session. Further, certain specialized programs run on a simulated-semester basis. Calendar information for these programs may be obtained from the Office of the Registrar.

Final examinations are held at the close of the semester or session. Examination schedules for fall and spring semesters are produced by the Office of the Registrar. If a course does not require a final examination, appropriate course-related activity will be substituted at the scheduled time during finals week. Classes may not meet at other times during finals week without written consent of the appropriate academic dean.

ACADEMIC ADVISORS

Every Marist student is assigned to an academic advisor who is available to provide guidance in planning a meaningful program of study. An academic advisor becomes an important resource for major field information, graduate school preparation, and career guidance. Students are encouraged to maximize this relationship by maintaining close contact with their assigned advisor throughout their time at Marist.

Students in declared majors will be assigned to an advisor in their major field. Students who are undeclared will be assigned to an advisor familiar with the exploration process. Additionally, program advisors are assigned for students in special programs (i.e., Honors, pre-professionals, HEOP, Special Services).

Students are expected to meet with their academic advisor on a regular basis. In addition, a student's major advisor is the only individual who can remove a registration hold in order for the student to be able to register. Students declaring or changing majors will be assigned to an advisor in that major. Students may request a change of academic advisor by completing an advisor change form on the myMarist Student - Advising Undergraduate tab or in the CAAS office. A student's advisor may also be changed due to administrative reasons. Students can view their advisor on the myMarist Student - Advising Undergraduate tab or on their Degree Works audit.

REGISTRATION

To encourage students to plan their programs in advance and to allow for a certain degree of course adjustment, Marist has an early registration period. Students must consult with their academic advisor prior to submission of registration forms. Students register using the On-line Student Self Service website: <http://www.marist.edu/currentstudents/>. It is the responsibility of the student to determine if prerequisites, as indicated in the catalog and registration materials, have been met prior to registering for courses. In all cases, students are encouraged to discuss course scheduling with their academic advisor. The exact dates and procedures for registration will be announced each semester by the Office of the Registrar.

Additional information about registration and other services can be found on our website. We invite you to visit our home page at <http://www.marist.edu/registrar>.

CREDITS WITHIN A SEMESTER

In the fall and spring semesters, a full-time matriculated student must register for a minimum of 12 credit hours. Full-time tuition charges cover between 12 and 16 credits. For most full-time students, the normal recommended load is 15-16 credit hours; the student may elect to attempt up to 18 credit hours, although this is not recommended and will incur additional charges. Students who are on probation may be restricted to a number of credits for which they can register in a given semester. To register for 19 or more credit hours, the student must make an appointment to speak with a staff member in the Center for Advising and Academic Services to obtain permission.

The maximum number of credits for which a student can register is three in the Winter Intersession and nine during the summer. Exceptions must be approved by the Center for Advising and Academic Services.

AUDITING

The fee for auditing courses offered at Marist is \$250 per course. Students are expected to have met all course prerequisites and must obtain permission from the course instructor to audit the course. Students do not receive academic credit for courses they audit. Any request to change from audit status or from credit to audit status must be submitted to the Office of the Registrar before the end of the third week of classes.

COURSE WITHDRAWAL AND COURSE CHANGES

The official forms provided by the Office of the Registrar are required for changing courses or withdrawing from a course. All withdrawals from courses require an advisor's signature on a withdrawal form available at the Office of the Registrar. If the advisor is unavailable and the deadline for withdrawals is at hand, the appropriate dean/department chairperson may sign the withdrawal form in the absence of the advisor.

A student may change courses or a section of a course only during the first week of classes. A student may drop a course(s) during the second and third week of classes. Please see the Refund section of this catalog to determine tuition liability. If a student withdraws from a course between the fourth and ninth week of the semester, the course is recorded on his permanent record with the notation "W" (withdrew).

If a student withdraws from a course after the first nine weeks of a semester, the course is recorded on his permanent record with the grade "WF" (failure).

For the exact dates of withdrawal deadlines, consult the Academic Calendar.

DECLARING OR CHANGING A MAJOR

Students must declare a major field no later than the end of their sophomore year. They are also encouraged to declare a minor related to their educational goals. They are urged to discuss their choice of majors, minors, and certificate programs with faculty advisors and counselors.

Students can declare a major, a double major, change a major, or declare a concentration by obtaining the permission of the appropriate dean/department chairperson on a form available in the Office of the Registrar. **Students who change their majors will be held to the requirements of the catalog of the year in which they declare the new major.** They will be assigned an academic advisor in the new major. Students should check their Degree Works audit for the change.

Double majors, minors and certificates must be completed by the time the four-year degree requirements have been satisfied. If students have completed their four-year degree requirements, but wish to delay their graduation conferral to complete their declared second majors, minors, or certificates, they must notify the Registrar's Office in writing of their intention to postpone their degree conferral. Students who choose this option will **not** be eligible for additional

federal or state financial aid to complete additional majors, minors or certificates. (Paralegal Certificates are the exception).

MINORS

Students may declare a minor in those academic disciplines for which requirements are described in the Programs of Study section of this catalog. Transfer students may only have a maximum of 6 transfer credits applied toward the completion of a minor, stand-alone concentration, or certificate. (In cases of math or science minors, transfer of up to 8 credits may be applied if the courses transferred in are approved 4-credit courses.) Forms to declare a minor are available in the Office of the Registrar. Minors must be completed by the time the four-year degree requirements have been satisfied. If students have completed their four-year degree requirements, but wish to delay their graduation conferral to complete their declared minor requirements, they must notify the Registrar's Office in writing of their intention to postpone their degree conferral. Students who choose this option will **not** be eligible for additional federal or state financial aid to complete their minor.

ATTENDANCE POLICY

Attendance policies for each course are determined by the instructor and are generally stated in the course syllabus. Instructors usually announce and interpret their attendance policies during the first class meeting. Students are responsible for familiarizing themselves with the attendance policy in each of their courses and for informing instructors if circumstances prevent their compliance. Instructors include contact information in the course syllabus for this purpose.

Students are encouraged to contact the **Center for Advising and Academic Services (CAAS)** when an illness or emergency arises which prevents attendance for *four or more consecutive days*. Faculty members are asked to discuss excessive, unreported and/or detrimental absences with their students and report these situations to CAAS for further investigation.

GRADING SYSTEM

A student receives both midterm grades and final grades. However, only the final grades will appear on the academic record.

Grading is an objective measure of a student's mastery of a selected body of knowledge contained in a specific course. This mastery involves the elements of memory, understanding, and expression. Memory refers to retention of certain items of information. Understanding implies insight into the interpretation of these facts. This insight would include the meaning of the thing itself, its relationship with other things or data, and the ability to apply this information or data to new situations and problems. Expression is the ability to convey this assimilated knowledge to others.

In assigning a grade to a student, the instructor must function as a judge in a courtroom: examine thoroughly all the evidence involved in the case, weigh the evidence, and make a decision on the basis of this evidence. In a similar way, the basis of the instructor's judgment is the concrete evidence the student himself provides. Formal examinations are only part of this evidence; questions asked by the student, recitation, term papers, book reports, written and oral quizzes, the student's participation in class discussion – each sheds light on the student's development in mastering a subject and is therefore pertinent to the instructor's grade evaluation of the student.

Viewed in the light of the preceding statement, the grading system is as follows:

C

To earn a C grade a student must be able to recall the basic elements of a course, understand the essential background and materials of a course, apply the basic principles involved, and express them intelligibly.

B

To earn a B grade a student must manifest all the qualities characteristic of a C student and in addition reveal a memory that encompasses more than the basic elements of a course; he or she has a more personal grasp of the principles of the course and perceives wider application of them. The student should be able to discuss the subject matter of the course with ease.

A

An A student is one who, in addition to all the qualities manifested by a B student, seeks mastery of a special field by reason of individual interest; he or she has

initiative and originality in attacking and solving problems; he or she shows ability in rethinking problems and making associations and in adapting to new and changing situations; moreover, he or she has an appropriate vocabulary at his or her command.

D

A student who is deficient in some degree in any of the areas that are characteristic of a C grade will earn a D.

F

The student has failed to show mastery of the basic subject matter for the course.

B+, C+, D+ /A-, B-, C-

The grades of B+, C+, D+, A-, B-, C- are used to indicate that a student has shown more or less than the usual competency required for that grade.

I

The temporary grade of I (incomplete) may be given by an instructor when a student has not completed the requirements of the course at the end of the term for serious reasons beyond the individual's control. It becomes the student's responsibility to resolve this grade within five weeks (for the traditional 15-week semester) after the last day of final examinations of that semester by completing the course requirements. Failure to conform to this time limit results in a final grade of F.

The student must contact his or her instructor not later than 24 hours after the time set aside for the final examination in the course to request the grade of incomplete. Refer to the Academic Calendar for exact dates to resolve incomplete grades.

W/WF

The grade of W is assigned to a student who officially withdraws from a course between the fourth and ninth week of a semester (see Academic Calendar for specific dates). Withdrawal after this period results in a grade of WF. Exceptions may be made by the Director of the Center for Advising and Academic Services or, in the case of a Liberal Studies major, from the Dean of the School of Professional Programs, when circumstances warrant it. These exceptions are rare. The W grade is not counted in the student's grade-point average. WF is counted as an F in the grade-point average.

Note that all withdrawals from courses require the advisor's signature on a withdrawal form available at the Office of the Registrar. If the advisor is unavailable and the deadline for withdrawals is at hand, the appropriate dean/department chairperson may sign the withdrawal form in the absence of the advisor. Students withdrawing from all of their courses must also follow the College's official withdrawal procedure.

NC (NO CREDIT)

This grade is received by a student who does not meet minimum course requirements in one of the following circumstances:

- (1) He or she is exercising the Pass/No Credit/U option as described below.
OR
- (2) Approval of the Academic Vice President/Dean of Faculty has been obtained by the course instructor to grade students in a particular course on the Pass/No Credit/U scale.
OR
- (3) With approval of the appropriate dean, an instructor may award this grade when a student's failure is due to circumstances beyond the control of the student. A student's cumulative grade-point average is in no way influenced by this grade.

P (PASS)

This grade is awarded to a student who satisfactorily completes course requirements in either of the following circumstances:

- (1) He or she is exercising the Pass/No Credit/U option as described below. OR
- (2) Approval of the Academic Vice President/Dean of Faculty has been obtained by the course instructor to grade students in a particular course on the Pass/No Credit/U scale.

The grade P entitles a student to receive credit for the course, but does not affect his or her cumulative grade-point average.

U (UNSATISFACTORY)

This grade is received by a student who is exercising the Pass/No Credit/U option as described below, who has not met the requirements for a passing grade, and the student has not met the course requirements for satisfactory attendance and has not completed assignments for the course. The student receives no academic credit for this course, nor does it affect his or her cumulative grade-point average.

P/NC/U OPTION

A student may elect to exercise the Pass/No Credit/U Option in courses that are not being used to satisfy major or minor field or Core requirements. Full-time students may exercise this option for three credits per semester. Part-time students may use this option for three of every twelve credits they take at Marist.

Requests must be made by the student within the official deadline by completing the necessary form from the course instructor. This will be the end of the first five weeks of a 15-week semester.

At the end of the semester the student will either:

- (1) receive the grade of 'P' if the student meets the minimum course requirements for a passing grade,
- (2) receive the grade of 'NC' if the student does not meet the minimum course requirements for a passing grade, and the student has met the course requirements for satisfactory attendance and has completed the necessary assignments for the course,
- (3) receive the grade 'U' if the student does not meet the requirements for a passing grade, and the student has not met the course requirements for satisfactory attendance and has not completed assignments for the course.

AU (AUDIT)

This grade is received by a student who has audited a course for which he does not receive academic credit.

GRADE-POINT AVERAGE

For each credit hour earned in a specific course, quality points are given as follows:

A = 4.0	C+ = 2.3
A- = 3.7	C = 2.0
B+ = 3.3	C- = 1.7
B = 3.0	D+ = 1.3
B- = 2.7	D = 1.0

No quality points are earned for grades of F, P, NC, U, or WF. The grade-point average, or cumulative index, is computed by dividing the total number of quality points earned on the scale of A through F, including WF, by the total number of semester hours of credits attempted, excluding courses for which the grades of P, NC, or U have been received. The grade-point average is computed only on the basis of coursework taken at Marist College.

FAILURES

Academic failures in required subjects must be made up either at Marist or elsewhere. The student choosing to make up academic requirements at another college must have the prior written permission of the Registrar and the School Dean. If it is impossible for a student to obtain the precise course he or she needs, the student may not substitute an equivalent without the permission of the Registrar and the School Dean. Grades earned elsewhere will not be calculated in the student's cumulative grade-point average. Only courses in which a C or better has been obtained may be transferred to meet major, minor, related field, and Core requirements. Credit for C- grades may be awarded for elective credit only.

REPEATS

A student may ordinarily repeat a course in an effort to earn a higher grade. Certain programs with minimum grade requirements for continuation in the program, e.g., Honors, may limit the opportunity for a student to repeat a specific course.

When the course is repeated at Marist, the higher of the two grades is used in calculating the student's cumulative index. If the student successfully repeats a course previously taken, the quality points of the lower graded course are subtracted from the student's record and replaced with the quality points earned in the higher-graded course; no additional credits are earned.

When, with the prior permission of the Registrar and the School Dean, a student successfully repeats a failed course at another institution, credits but not quality points are added to the student's record. A student may not repeat a successfully completed Marist course (grade above an F) at another institution in an effort to earn a higher grade.

ACADEMIC HONESTY

The academic community of Marist College presupposes the scholarly integrity of its members. Students who enter this community to pursue educational objectives are expected to meet fundamental standards of honesty in all phases of their academic activities. Integrity is a fundamental requisite in the preparation and presentation of all forms of academic work, in the writing and submitting of papers and other course requirements, and in all aspects of examinations. Plagiarism, forgery, and participation in any activity that is dishonest are simply not acceptable at this institution. The College will make provisions for the maintenance of academic honesty among its students according to criteria and procedures found in the Student Handbook.

ACADEMIC STANDARDS

At the end of each semester, all students are expected to meet the following minimum standards: a semester grade-point average of 2.0 and a cumulative grade-point average of 2.0. A student who fails to achieve either a 2.0 semester or cumulative grade-point average is reviewed by the Academic Standards Committee and subject to warning, probation, or dismissal. Inquiries regarding the academic standards of the College should be directed to the **Center for Advising & Academic Services**.

ACADEMIC STANDING

ACADEMIC HONORS

Dean's List

The Dean's List, produced at the conclusion of each fall and spring academic term, records the names of all full-time students who have demonstrated academic excellence in the previous semester. In order to qualify for this special distinction, students must earn a semester grade-point average of at least 3.60 having completed a minimum of 12 academic credits graded on the A-F scale. In addition, students with grades of "I," "D," "F," or "W/F", at any point during the semester, will not be named to the list. Any student who meets these criteria will be awarded a certificate and have a Dean's List notation permanently recorded on official College transcripts.

Graduation Honors

- (1) At commencement, three grades of honors are awarded to those graduates who have completed a minimum of 60 credits of study at Marist College and who have maintained a superior level of achievement:
 - Summa Cum Laude, or highest honors, awarded to those having a cumulative grade-point average of 3.85 and no grade below B.
 - Magna Cum Laude, or high honors, awarded to those having a cumulative grade-point average of 3.6 and no grade below C.
 - Cum Laude, or with honor, for those having a cumulative grade-point average of 3.25 or above.
- (2) Students in combined undergraduate/graduate degree programs become eligible for the above awards during the Commencement ceremonies held in the academic year in which they have completed all requirements for their baccalaureate degree.
- (3) Eligibility criteria for class Valedictorian at graduation include completion of at least 90 credits of study at Marist College and at least six semesters as a full-time student at the College. Eligibility criteria for class Salutatorian at graduation include completion of at least 90 credits of study at Marist College and the highest or second highest grade-point index in the class. Eligibility criteria for the Award of General Excellence include completion of at least 60 credits of study at Marist College and the next highest grade-point index in the class. Eligibility criteria for the Merit Award are completion of at least 60 credits of study at Marist College and the next highest grade-point index in the class. The award for Academic Distinction is presented to the graduating student who has completed fewer than 60 credits at Marist College and has achieved the highest grade-point index within this group. To be eligible for these awards, this must be the student's first baccalaureate degree and all requirements must be completed by the commencement ceremony in which the student intends to participate.

THE MARIST COLLEGE HONORS PROGRAM

The Marist Honors Program has as its mission developing scholars, leaders and global citizens. In keeping with the overall mission of the College, which espouses

an ideal dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century, Marist's Honors program will provide opportunities for academic excellence, leadership, cultural enrichment, and global engagement.

The Program offers outstanding students in all majors a variety of learning experiences in and outside the academic setting. Honors seminars and co-curricular activities, such as field trips and lectures, bring together talented students who seek a more intensive and extensive educational experience. Promoting the adventure of intellectual pursuits, the Program challenges students to achieve their academic potential while they develop as responsible citizens and leaders in an increasingly culturally complex world.

A participating student who successfully completes all of the requirements will receive an Honors certificate, a medallion to be worn at Commencement, and special recognition on his or her college transcript.

ADMISSIONS PROCESS

Typically, students who have challenged themselves in the classroom by taking an honors and AP-level curriculum, maintained a high school average of 92 or above, and scored a 1950 or better on the SAT (or a 29 on the ACT) are good candidates for the Program. Extracurricular activities, involvement in community service, and leadership experience are also important. Admitted students who meet the criteria outlined above are invited to apply to the Honors Program.

Students may also apply for admission to the Program during the second semester of their freshman year or first semester of their sophomore year. The requirements for admission are as follows:

- Letter of application
- Minimum GPA of 3.500
- Letter of support from a Marist faculty member
- Interviews with the Director of Honors and one other member of the Honors Council
- Approval of the Honors Council

Transfer students who were enrolled in an Honors Program at their previous institution may apply by presenting a letter of application, a letter of support from a faculty member at their previous institution, and a complete transcript indicating the honors courses taken. In addition, the individual student will interview with the Director of Honors to assess his or her academic standing and to determine if any of the Marist Honors seminars have been satisfied by those taken at the previous institution. Final approval of the application must be granted by the Honors Council.

PROGRAM REQUIREMENTS

Prior to graduation, students will complete seven courses, including a 1 credit hour Honors-by contract attachment and the Honors Thesis Project. The Honors Thesis Project is an independent research study and requires students to work under the supervision of a faculty mentor. It encourages students to explore and to develop their own talents and interests. This program requirement is designed to provide the student an opportunity to apply the knowledge base and tools of his or her discipline in a mentored scholarly exploration suitable to the student's academic interest and background. The Thesis Project should demonstrate substantial scholarship, outstanding research, and outstanding writing skills. For some Honors students with majors in creative disciplines, the Honors Thesis Project may be a creative work that demonstrates imagination and originality in addition to craftsmanship and professionalism in production. The Honors Thesis Project is designed to tie back to the major, but can be interdisciplinary. The Honors Thesis Project will be part of an Honors Symposium held at the end of each academic year.

Once admitted to the Program, a student must maintain a cumulative 3.500 GPA. If a student's GPA drops below 3.500, the student will be allowed to continue in the Program in probationary fashion for one semester. If the cumulative GPA continues to fall below the 3.500 requirement after one semester, the student will be dismissed from the Program. There is no reinstatement after an official dismissal from the Honors Program.

THE HONORS SEMINARS

Students will enroll in specially designated Honors sections of the First-Year Seminar and Writing for College, which will include activities that help to introduce students to the idea of interdisciplinary learning and interdisciplinary knowledge generation, and that will challenge their advanced skill set.

Following their Honors Core first-year experience, Honors students will narrow their fields of study and select Honors seminars on topics of interest and

have a chance to explore and develop their academic, service, and leadership skills. To echo the themes that were explored in the first year as part of the students' experience in liberal studies/core education, specially developed seminars will be offered in the four breadth categories: Philosophical & Moral Foundations, Scientific & Quantitative Analysis, Expression & Creativity, and Individual & Society. These seminars are specially designed offerings on a variety of topics, are open only to Honors students, and focus on discussion. Honors faculty from across the college teach the courses, and the topics vary from semester to semester. Honors seminars encourage out-of-the-box thinking, creativity, critical thinking, and intellectual growth.

Honors students will complete their program of study with the Senior Seminar, designed to culminate the Honors experience. This course will allow Honors students to consider the transition from the undergraduate to the post-baccalaureate experience through the analysis of texts and discussion. Goals of the course include helping students to develop a sense of what the college system has prepared them for and how they can use the experience in the future, and to considering the values we assign to the idea of a meaningful life.

HONOR SOCIETIES

In further recognition of academic excellence, Marist offers students the opportunity to merit admission to the College's chapters of the following national honor societies:

- Alpha Chi, Theta Chapter—All academic disciplines
- Alpha Delta Sigma—American Advertising Federation's Honor Society
- Alpha Phi Sigma, Delta Chi Chapter—Criminal Justice
- Alpha Sigma Lambda—Adult Undergraduate Students, all disciplines
- Beta Alpha Psi—Accounting, Finance, and Information Systems
- Beta Gamma Sigma—Business
- Kappa Delta Pi, Alpha Gamma Kappa Chapter, International Honor Society in Education
- Lambda Pi Eta, Lambda Upsilon Chapter—Communications
- Omicron Delta Epsilon, Beta Rho Chapter—Economics
- Phi Alpha Theta, Mu Chapter—History
- Pi Sigma Alpha, Omicron Rho Chapter—Political Science
- Psi Chi, Marist College Chapter—Psychology
- Sigma Delta Pi, Phi Pi Chapter—Hispanic
- Sigma Tau Delta, Alpha Mu Kappa Chapter—English
- Sigma Zeta, Alpha Phi Chapter—Science and Mathematics

Students should consult the Honors Society Director for eligibility requirements.

ACADEMIC PROBATION

Students who do not meet the minimum academic requirements of the College, as outlined in the section on academic standards, may be placed on academic probation. Students on probation are required to meet any and all stipulations outlined in their probationary contracts. Under certain circumstances, a student may be granted more than a single semester of academic probation. A student granted a second consecutive semester of probation is not eligible for organized extracurricular activities including, but not limited to, varsity athletics. Restrictions on such participation during any semester of probation are made by the College's Academic Standards Committee on an individual basis.

ACADEMIC DISMISSAL

Students who fail to meet the minimum academic standards of the College during any semester may be dismissed. Every Marist student has one opportunity to appeal a first time academic dismissal. Appeal information is provided in writing to the student. If an appeal is not granted, or a student does not appeal, a student may apply for a one-time reinstatement to Marist College no earlier than one fall or spring semester following the dismissal after having proved successful academic performance at another approved institution. Students dismissed in June cannot apply for reinstatement until the following January at the earliest; those dismissed in January cannot apply for reinstatement until the following September at the earliest. However, most students will want to take more than one semester to consider whether to seek permission to continue their studies at Marist.

To be considered for one-time reinstatement, the dismissed student must submit the following items to the **Center for Advising and Academic Services**:

1. A clearly written statement, addressed to the Academic Standards Committee, offering direct, verifiable evidence of seriousness of purpose in returning to academic studies at Marist College. This letter should outline a plan for academic success, including resources you intend to use, and ways

you intend to improve/change in order to be successful.

2. A letter of recommendation from a faculty member at the other institution you attended. The letter should be written on official institutional letterhead, sealed, and signed by the faculty member across the seal. You may also include, if applicable, medical documentation indicating that circumstances have changed.
3. An official transcript documenting satisfactory full-time academic performance at another institution of higher learning in the period following dismissal from Marist, if you were a full-time student. Part-time students may submit an official transcript documenting satisfactory part-time academic performance and must be a part-time student during the semester of reinstatement. *For reinstatement purposes, satisfactory performance is defined as earning a grade of "C" or higher in each course during a traditional semester (fall or spring) where a minimum of 12 credits, taken concurrently (minimum of 6 credits, taken concurrently for part-time students) has been completed.*
4. Reinstatement fee of \$150.

After reviewing the submitted materials, the Academic Standards Committee has the authority to reinstate the student on a provisional basis. The Committee may require: limited course loads, mandated academic support services, restricted extracurricular activity, and any combination of requirements that help enhance academic performance. Reinstated students are automatically placed on high-risk academic probation and are required to achieve at least a 2.0 semester grade-point average during this and every subsequent semester. Under no circumstances will a student be reinstated to Marist more than once.

Please Note:

- (1) Once the total number of credits from all sources has reached 70, no further credits will be accepted from a two-year institution. A student in this case would need to attend a 4-year institute for reinstatement purposes.
- (2) Students must consult their academic dean for advice regarding which courses in their major and Core can be taken at another institution. Students who plan to transfer credits must complete the Permission to Take a Course Elsewhere form, available in the Office of the Registrar, before taking courses.
- (3) Grades earned at another institution are not calculated in the Marist grade-point average.
- (4) Reinstatement applicants are strongly encouraged to contact the **Center for Advising and Academic Services** at least two months in advance of the semester for which they are seeking permission to return.

ACADEMIC ENHANCEMENT COURSES

On the basis of academic review, a student who is experiencing academic difficulty may be required to enroll in the three-credit Self-Development course (LERN 104).

EXITING THE COLLEGE WITH INTENTION OF RETURNING

Students may request to exit the College with the intention of returning in a future semester for a limited number of reasons. It should be noted that due to Federal guidelines, a student must be able to return to the College within 180 days of the exit (leave of absence) or they must be withdrawn from the College (withdrawal). This does not mean that the student cannot return to the College. Requests for a leave of absence are handled through the Center for Advising and Academic Services (CAAS).

Students requesting an exit for medical reasons will be required to submit medical documentation to verify the necessity of the leave and will be required to obtain medical clearance to return to the College. Medical documentation should be original copies with signatures on the medical practice letterhead. The documentation needed to return must include a summary of diagnosis, treatment, ability to return to campus and fulfill the academic requirements of enrollment, and any need for accommodation or ongoing treatment while at Marist College. The Marist College Wellness Center professional staff will review this documentation and advise whether additional information and/or an interview or on-campus meeting is required.

Students should be advised that financial aid packages and campus housing will not necessarily be restored upon return. Therefore, they should consult with the office of Student Financial Services and the Housing Office prior to making a final decision.

Students leaving during the semester may have financial and academic penalties. The Office of Student Financial Services can determine financial penalties. CAAS can discuss academic penalties.

Students planning to take courses at another college, while away from Marist College with the intention of applying the credits toward their Marist degree, must seek advisement from their academic advisor about which courses to take in order to fulfill their major and Core requirements and must obtain prior approval from the appropriate school dean and the Marist Registrar. Forms for this purpose are available in the Office of the Registrar. **Please note:** *Once the total credits from all sources have reached seventy (70), no further credits will be transferred from a two-year institution. Once the total credits from all sources reach ninety (90), no further credits will be transferred from other sources.* Students will not be granted a leave of absence/withdrawal for the sole purpose of taking courses elsewhere.

Students exiting the College with the intention of returning are eligible to participate in the registration process for the upcoming semester, once they have cleared all holds that restrict registration and have been activated to register. Registration for the fall term is typically in April with advising beginning in March. Registration for the spring term is typically in November with advising beginning in October. Complete registration information can be found at the Registrar's website.

Resident students who leave the College and desire campus housing on return are responsible for providing the Housing Office with sufficient advance notice of their intention to return. Housing is not guaranteed but may be assigned if space is available.

LEAVE WITH NO INTENTION OF RETURNING

A student who plans to exit the College with no intention of returning must contact the Center for Advising and Academic Services (CAAS). Students exiting during the semester may have financial and academic penalties. The Office of Student Financial Services can determine financial penalties. CAAS can discuss academic penalties.

READMISSION TO THE COLLEGE

All applicants for readmission are advised to submit their requests at least two months in advance of the semester of return.

Students who voluntarily withdrew from the College, and whose grade-point average was 2.0 or above at the time of withdrawal, may apply for readmission. Students should contact the Office of the Registrar for information about the readmission procedure.

Students who were dismissed from the College should review the Reinstatement Policy prior to requesting readmission to the College. Students whose semester and/or cumulative grade-point average at the time of withdrawal was below 2.0 must contact the Center for Advising and Academic Services prior to requesting readmission to the College.

All applicants for readmission who have taken courses at another institution and who wish to transfer these credits to meet degree requirements at Marist must submit an official transcript at the time of application for readmission and request a reevaluation of their credits.

Remaining course requirements in the major and in the Core will be determined by the school dean of the student's major and the Office of the Registrar.

Students granted readmission to the College may register for classes for the intended semester of return during the registration period for that semester. Please contact the Office of the Registrar for details.

TRANSCRIPT OF RECORD

An official transcript is one bearing the seal of the College and signed by the Registrar. Official transcripts of academic records are not given to students but will be sent directly to the college, professional school, government agency, or business concern named by them.

To obtain a transcript, a student or graduate must apply **in writing** to the Office of the Registrar. The College does not offer same-day service for transcripts. Transcripts are mailed to the address requested using standard First Class Service via the U.S. Postal Service (USPS) – the USPS estimates the delivery time of 2-3 business days. Students may expedite the shipping time by providing a pre-paid overnight mail envelope available from the USPS or FedEx.

Students may also request a transcript via the myMarist Portal (<https://my.marist.edu>). This option is restricted to those students whose entire academic record began on or after January 1, 1990. Students with records that began prior to January 1, 1990, must submit a request in person or in writing to the Office of the Registrar.

For further information and detailed instructions, please visit <http://www.marist.edu/registrar/transcripts.html>.

APPLICATION FOR GRADUATION

Each candidate for graduation must file an application for graduation with the Office of the Registrar. See Academic Calendar for specific dates. Applications must be filed in order to receive commencement mailings, and so that student diplomas may be ordered.

PARTICIPATION IN GRADUATION CEREMONY

Graduation ceremonies are held once a year in May at Marist College, for all undergraduate and graduate degree recipients. Participants in the graduation ceremony must have completed their degree requirements the previous August, January, or current spring semester. Information regarding Commencement is sent to eligible students by the Office of the Registrar in the spring.

Students who have not completed their degree requirements by May, but wish to participate in the Commencement ceremony, must request permission to participate in the ceremony no later than the first week in March if they have met the following criteria:

- Student is able to complete all degree requirements no later than the fall semester following the graduation ceremony.
- Student must have a cumulative grade-point index and major index of 2.000 or above.

Students may request permission via an Application for Graduation at the Office of the Registrar.

GRADUATION REQUIREMENTS

STATEMENT OF REQUIREMENTS FOR THE BACCALAUREATE DEGREE

The successful completion of courses totaling a minimum of 120 credits, a minimum of 30 credits completed at Marist, a minimum 2.0 cumulative index, the specified coursework for the student's major field, and a minimum 2.0 index in the student's major field are required for graduation.

In addition, a New York State Board of Regents ruling dictates that undergraduate degrees shall be distinguished, as follows, by a minimum amount of liberal arts content required for each degree.

Courses are by their very nature defined as liberal arts or non-liberal arts. Courses theoretical or abstract in content are considered to be liberal arts. These are designated LA in the course description section of this catalog (designated with an "L" in the course number). Courses directed toward specialized study or specific occupational or professional objectives are non-liberal arts (designated with an "N" in the course number). Students should consult this catalog to determine whether a course is listed as liberal arts.

- (1) Three-quarters of the work for a B.A. shall be in the liberal arts and sciences (90 credits).
- (2) One-half of the work for a B.S. shall be in the liberal arts and sciences (60 credits).
- (3) One-quarter of the work for a B.P.S. shall be in the liberal arts and sciences (30 credits).

DEGREES AND MAJOR FIELD REQUIREMENTS

Marist awards the Bachelor of Arts degree in sixteen majors, the Bachelor of Science degree in sixteen majors, and the Bachelor of Professional Studies in Fashion Design and Fashion Merchandising.

Every student is required to major in an academic discipline or area called the major field. The major fields available to students at Marist College are the following: Accounting, American Studies, Applied Mathematics, Athletic Training, Biochemistry, Biology, Biomedical Sciences, Business, Chemistry, Chemistry-Biochemistry, Childhood Education, Communication Arts, Computer Science, Criminal Justice, Digital Media, Economics, English, Environmental Science & Policy, Fashion Design and Merchandising, Fine Arts, French,

History, Information Technology & Systems, Liberal Studies, Mathematics, Medical Technology, Philosophy, Political Science, Psychology, Social Work, and Spanish. The requirements for the major field are listed separately under the Programs of Study section of the catalog.

MAJOR FIELD REQUIREMENTS

CATEGORY 1.0 A specific number of credits in the academic discipline or area in which the major is being earned.

CATEGORY 2.0 A specific number of credits in academic disciplines or areas related to or supportive of the academic discipline in which the major is being earned.

GENERAL EDUCATION REQUIREMENTS

CATEGORY 3.0 A specific number of credits in the Core/Liberal Studies area is required. Complete details and requirements are listed in the Core/Liberal Studies Curriculum section (page 42).

ELECTIVES

CATEGORY 4.0 There is no specific distribution stipulated by the faculty for the courses taken by a student to fulfill the elective portion of his or her program. The student is consequently at liberty to make his or her own choices while keeping in mind the minimum liberal arts credit requirement for the degree being sought. Because the faculty is conscious of its own responsibility for the education of each student at Marist, it offers to students the following counsel:

- (1) Each student should attempt to establish clearly in his or her own mind the educational goals that he or she is attempting to achieve as the outcome of the college experience.
- (2) His or her course choices should be related to the achievement of these goals.
- (3) He or she should be aware that the background, professional training, and experience of the faculty are resources which are at his or her disposal. It is strongly recommended, therefore, that each student seek out his or her own faculty advisor to discuss educational objectives.

DUAL DEGREES FOR CURRENT STUDENTS

Marist College will confer a second baccalaureate degree only as a means of recognizing that a candidate has competencies in two essentially different areas (e.g. B.A. in English/B.S. in Biology). A second degree of the same designation (e.g. B.A. and B.A.) will not be allowed. A candidate for a second baccalaureate degree must complete at least 30 unique credit hours within the major and/or related field requirements beyond the requirements of his or her first baccalaureate degree. A minimum of 150 credits is required to satisfy this requirement.

Potential candidates for a second baccalaureate degree may obtain and submit an application at the Registrar's Office, which will consult with the appropriate School Dean for approval of the second-degree. **Requests must be submitted before the initial conferral date of the primary degree and will not be retroactively processed.**

STATEMENT OF REQUIREMENTS FOR MINORS AND CERTIFICATES

The successful completion of all courses listed in the Programs of Study section of the catalog for declared minors and certificates and a minimum 2.0 cumulative index for these requirements are required for conferral of the minor or certificate being sought.

COURSE CODES

In the pages that follow, each course is designated by a letter code, a number, and a course title. Code letters denote subject areas and are given below. The number indicates a specific course and a specific course content, i.e., 100 level courses are elementary, 200-300 level courses are intermediate, and 400 level courses are advanced.

This publication gives the current course title associated with each course. In addition, the following subject areas are used to identify that particular field when registering.

Please note that courses denoted by an asterisk * are offered only at Marist Italy locations.

ACCT	Accounting
ANTH	Anthropology
ARAB	Arabic

		Program	Degree	HEGIS Code
ARCH	Architecture*			
ART	Fine Art			
ARTL	Art History*			
ATHT	Athletic Training			
BIOL	Biology			
BUS	Business			
CAST	Catholic Studies			
CHEM	Chemistry			
CHIN	Chinese			
CLDM	Communication*			
CMPT	Computing Technology			
COM	Communication Arts			
CONV	Conservation Studies*			
CRDV	Career Development			
CRJU	Criminal Justice			
CSAR	Culture Studies – Arabic			
CSCU	Culture Studies – Civilization			
CSFR	Culture Studies – French			
CSIT	Culture Studies – Italian			
CSJP	Culture Studies – Japanese			
CSSP	Culture Studies – Spanish			
ECON	Economics			
EDUC	Education			
EFL	English as a Foreign Language			
ENG	English			
ENSC	Environmental Science			
FASH	Fashion Design and Merchandising			
FREN	French			
FYS	First Year Seminar			
GBST	Global Studies			
GERM	German			
GRAP	Graphic Arts*			
GREK	Greek			
HIST	History			
HLTH	Health			
HONR	Honors			
HST	Historical Studies*			
INTD	Liberal Studies			
ITAL	Italian			
ITDS	Interior Design*			
JPN	Japanese			
LAT	Latin			
LERN	Learning Center			
LIT	Literature*			
MATH	Mathematics			
MDIA	Media Studies and Production			
MEDT	Medical Technology			
MUS	Music			
ORG	Organizational Administration			
PHED	Physical Education			
PHIL	Philosophy			
PHRS	Philosophy and Religion*			
PHYS	Physics			
POLI	Politics and International Studies*			
POSC	Political Science			
PRLG	Paralegal			
PSYC	Psychology			
REST	Religious Studies			
SOC	Sociology			
SOCW	Social Work			
SPAN	Spanish			
STUD	Studio Arts*			
WMST	Women's Studies			
		Undergraduate Programs:		
		Accounting	BS	0502
		American Studies	BA	0313
		Applied Mathematics	BS	1703
		Athletic Training	BS	1299.30
		Biochemistry	BA	0414
		Biology	BS	0401
		Biology 7-12	BS	0401.01
		Biomedical Sciences	BS	0499
		Business Administration	BS	0502
		Chemistry	BA	1905
		Chemistry	BS	1905
		Chemistry-Biochemistry	BS	1905
		Chemistry 7-12	BS	1905.01
		Childhood Education/Students with Disabilities (1-6)	BA	0808
		Communication Arts	BA	0601
		Computer Sci. Software – 5 Yr.	BS/MS	0701
		Computer Science	BS	0701
		Computer Science Info. Systems – 5 Yr.	BS/MS	0702
		Criminal Justice	BS	2105
		Digital Media	BS	0605
		Economics	BA	2204
		English	BA	1501
		English 7-12	BA	1501.01
		Environmental Science & Policy	BS	0420
		Fashion Design	BFA	1009
		Fashion Merchandising	BS	1009
		Fine Arts	BA	1001
		French	BA	1102
		French 7-12	BA	1102.01
		History	BA	2205
		History 7-12	BA	2201.01
		Information Technology & Systems	BS	0702
		Italian	BA	1104
		Liberal Studies	BA	4901
		Liberal Studies	BS	4901
		Mathematics	BA	1701
		Mathematics 7-12	BA	1701.01
		Media Studies and Production	BA	0605
		Medical Technology	BS	1223
		Philosophy	BA	1509
		Political Science	BA	2207
		Psychology	BA	2001
		Psychology – 5 Yr.	BA/MA	2001
		Social Work	BS	2104
		Spanish	BA	1105
		Spanish 7-12	BA	1105.01
		Graduate Programs:		
		Business Administration	MBA	0506
		Communication	MA	0601
		Computer Science Info. Systems	MS	0702
		Computer Science Software Dev.	MS	0701
		Education	M.Ed.	0803
		Educational Psychology	MA	0822
		Integrated Marketing	MA	0699
		Mental Health Counseling	MA	2104
		Physician Assistant Studies	MS	1299.10
		Public Administration	MPA	2102
		School Psychology	MA	0826.02
		Technology Management	MS	0599
		Undergraduate Certificates:		
		Data Center Technologies	CERT	5101
		Paralegal	CERT	5099
		Advanced Certificates:		
		Business Analytics	ADV CERT	0702
		Information Systems	ADV CERT	0702

INDEX OF PROGRAMS

The following index lists approved programs offered by Marist College with the official title, degree, and New York State HEGIS code number. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student financial aid awards.

SCHOOLS

SCHOOL OF COMMUNICATION AND THE ARTS

CAROLYN RINGER LEPRE, Ph.D., *Dean*

PROGRAMS OF STUDY

The School of Communication and the Arts is comprised of five academic units: the Department of Art and Art History, the Department of Communication, the Department of Media Arts, the Fashion Program, and the Music Program. The School offers the Bachelor of Arts Degree with majors in Studio Art, Art History, Communication, and Media Studies and Production; the Bachelor of Science Degree with majors in Games and Emerging Media; Digital Media and Studio Art; and Bachelor of Professional Studies Degrees in Fashion Design and Fashion Merchandising. Minors offered by the School are Art History, Communication, Cinema Studies, Digital Video Production, Fashion Merchandising, Interactive Media, Photography, Music, and Studio Art.

MISSION:

The School of Communication and the Arts prepares students to live and work successfully in the global communication and arts environment. Students in the School's five academic programs are immersed in an integrated approach to the study and practice of communication and the arts through the exploration of theories and models associated with their field of study, and by the application of what they have learned in hands-on, real-world practice experiences. School of Communication and the Arts students also take advantage of extensive study abroad and internship opportunities.

The School of Communication and the Arts faculty represent diverse academic and artistic backgrounds and interests, and this diversity is reflected in their teaching, research, and creative activities. The School is dedicated to serving students, the professions of communication and the arts, and the New York State Hudson River Valley community of which it is an integral part.

GOALS:

- To help students communicate effectively and ethically using the convergent languages and tools of the communication and arts disciplines.
- To help students critically and imaginatively analyze complex forms of communication, works of art, and performance.
- To help students make informed choices in an increasingly multicultural and media-centric society.
- To help students be engaged members of their community.
- To help students pursue rewarding careers in communication and the arts.
- To help students pursue graduate studies in communication and the arts.

DEPARTMENTS AND PROGRAMS

PAGE

Department of Art and Digital Media

Offers majors in:

Studio Art	54
Art History	55
Digital Media	55

Offers minors in:

Photography	60
Studio Art	60
Art History	60
Graphic Design	60

Department of Communication

Offers major in:

Communication	84
-------------------------	----

Offers minor in:

Communication	87
-------------------------	----

Department of Media Arts

Offers major in:

Games and Emerging Media	134
Media Studies and Production	160

Offers minors in:

Cinema Studies	161
Digital Video Production	160
Games and Emerging Media	134
Interactive Media	161

Program in Fashion Design and Merchandising

Offers majors in:

Fashion Design	120
Fashion Merchandising	123

Offers minors in:

Fashion Merchandising	122
Product Development	123

Program in Music

Offers minor in:

Music 167

SCHOOL OF COMPUTER SCIENCE AND MATHEMATICS

ROGER NORTON, Ph.D., Dean
MARY ANN HOFFMANN, M.A., M.S., Associate Dean
SUSAN SCANLON, M.S., Assistant Dean

PROGRAMS OF STUDY

The School of Computer Science and Mathematics includes the following Departments: The Department of Computing Technology and The Department of Mathematics. The School offers the Bachelor of Science Degree with majors in Computer Science, Games and Emerging Media, Information Technology and Systems, and Applied Mathematics. Also offered is the Bachelor of Arts Degree with a major in Mathematics. In addition, the School offers Master of Science Degrees in Computer Science and in Information Systems. (See the Graduate Catalog for information on these programs.)

MISSION:

The School of Computer Science and Mathematics prepares all Marist students to live and work in a technology-driven, rapidly changing world. The School provides a broad-based mathematical and technological education to its students within the context of a solid liberal arts foundation. Students receive in-depth instruction in the theoretical underpinnings of their chosen fields, which they can apply through a wide variety of practical experiences.

The School prepares students for careers of lifelong learning in which they can contribute at the technological frontier of a global community that is increasingly dependent on mathematical and technological expertise. In addition, the School provides students with an ethical framework for the responsible use of mathematics and technology.

GOALS:

- To educate students to think critically, communicate effectively, and create work of high quality.
- To stimulate intellectual curiosity and risk-taking so that students can become agents of change in their chosen fields.
- To teach students to become independent learners so that they will have the skills to continue learning throughout their lives.
- To provide students with the necessary theoretical and practical knowledge to prepare them for careers in mathematics, applied mathematics, computer science, information systems, and information technology.
- To prepare students for graduate study in mathematics, applied mathematics, computer science, information systems, and information technology.
- To provide mathematical and technical competency education to the entire Marist student community through a wide variety of courses in mathematics and computing.

The School of Computer Science and Mathematics is committed to providing its students with a broad range of educational opportunities both on and off the Marist College campus, including internships in the surrounding business community that provide many students with experience in their chosen fields. The School is dedicated to serving its students, the professions of mathematics and computing, and the community of which it is a part.

DEPARTMENTS AND PROGRAMS

PAGE

Department of Computing Technology

Offers majors in:

Computer Science	89
Concentration in Software Development	89
Concentration in Game and Design Programming	91
Games and Emerging Media	134
B.S. – M.S. Computer Science	93
Information Technology and Systems	144
Concentration in Information Technology	145
Concentration in Information Systems	146
B.S. – M.S. Information Systems	148

Offers minors in:

Computer Science	92
Games and Emerging Media	134
Information Technology	147
Enterprise Computing	147
Information Systems	148

Offers certificates in:

Data Center Technologies	148
------------------------------------	-----

Department of Mathematics

Offers majors in:

Applied Mathematics	50
Mathematics	154

Offers minor in:

Mathematics	156
-----------------------	-----

SCHOOL OF LIBERAL ARTS

MARTIN SHAFFER, Ph.D., *Dean*

PROGRAMS OF STUDY

The School of Liberal Arts includes the following Departments: The Department of English, The Department of History, The Department of Modern Languages and Cultures, The Department of Philosophy/Religious Studies, and The Department of Political Science.

The School offers the Bachelor of Arts Degree with majors in American Studies, English, History, French, Italian, Spanish, Philosophy, and Political Science.

MISSION:

The School of Liberal Arts reflects the central educational values and commitments of Marist College and of the disciplines of the liberal arts. Through their dedication to the Core/Liberal Studies program, an important component of the divisional curriculum, Liberal Arts faculty provide leadership in support of the aspiration of our institution to blend career preparation with a liberal arts education and, thus, they play a crucial role in shaping the educational experience of every student who attends Marist College.

The hallmarks of the Liberal Arts curricula are interdisciplinary and multidisciplinary. While striving to prepare students to become reflective, critical, and engaged citizens, the faculty of the Liberal Arts seek to transcend traditional disciplinary boundaries while respecting the integrity of each discipline. Focusing on the unity and integration of knowledge, they address issues from diverse viewpoints and create synergistic teaching opportunities with each other, as well as between the Liberal Arts and the wider Marist Community, that lead students to develop breadth as well as depth.

The faculty of the School of Liberal Arts is committed to the cultivation of the teacher/scholar, recognizing that legitimate scholarship is not confined to a single focus and that teaching excellence embraces innovative and technologically advanced forms of instruction in a variety of settings. They acknowledge the internationalization of our nation's interests and concerns and endeavor to ensure that our students develop global perspectives and appreciation of foreign cultures, beginning with the richness and changing composition of American culture. Finally, faculty investigate new ways to illuminate the problems and questions of life, heightening student awareness of the moral and ethical implications of human existence, and help them connect what takes place in the classroom to their own lives.

GOALS:

- To prepare students for a productive life by helping them develop the skills of critical analysis, reflection, effective communication, and information literacy.
- To foster in students an understanding and appreciation of intellectual, aesthetic, and professional creativity.
- To enhance students' learning and intellectual development through the use of technological resources.
- To lead students to become informed, responsible, and motivated and to maximize their capacity to interpret events and processes as well as to help shape them.
- To ground students in their own historical experience and to help them develop ways to analyze issues that challenge them as citizens.
- To guide students to confront issues of social responsibility, human rights, and dignity and to prepare them to support and promote social justice.

DEPARTMENTS AND PROGRAMS

PAGE

Department of English

Offers major in:

English 105

Offers minors in:

Creative Writing 110

English 109

Theatre 109

Writing 109

Department of History

Offers major in:

History 138

Offers minor in:

History 142

Department of Modern Languages and Cultures

Offers majors in:

French 129

Italian 148

Spanish 188

Offers minors in:

French 130

Italian 150

Latin American and Caribbean Studies 151

Spanish 190

Department of Philosophy/Religious Studies

Offers major in:

Philosophy 170

Offers minors in:

Philosophy 173

Public Praxis 183

Religious Studies 185

Department of Political Science

Offers major in:

Political Science	174
-----------------------------	-----

Offers minor in:

Political Science	176
-----------------------------	-----

Additional majors, minors, certificates, and concentrations offered by School of Liberal Arts

Major:

American Studies	48
----------------------------	----

Minors:

American Studies	49
Catholic Studies	74
Global Studies	135
Hudson River Valley Regional Studies	143
Jewish Studies	150
Latin American/Caribbean Studies	151
Women's Studies	191

Certificate:

Paralegal	169
---------------------	-----

Concentrations:

Public Administration	181
Public History	182
Public Opinion	182

SCHOOL OF MANAGEMENT

LAWRENCE G. SINGLETON, Ph.D., *Dean*

JAMES D. PHILLIPS, Ph.D., J.D., *Associate Dean*

JOANNE D. GAVIN, Ph.D., *Assistant Dean for Undergraduate Programs*

PROGRAMS OF STUDY

The School of Management includes the following Departments: The Department of Accounting and Economics/Finance, The Department of Management and the Department of Organizational Environments.

The School offers the Bachelor of Science Degree with majors in Accounting and Business Administration, as well as the Bachelor of Arts Degree in Economics. In addition, the School offers the Master Degree in Business Administration and the Master Degree in Public Administration. (See the Graduate Catalog for information on these programs.)

MISSION:

We develop people of integrity with the managerial expertise, vision, pragmatism, and ethical sensibility to succeed professionally and personally on their own and with others. We prepare leaders to face the challenges of a dynamic and diverse world grounded in our ideals of excellence in education, the importance of community, and commitment to service.

Excellence in Education: We challenge and develop students by creating a nurturing, integrative experiential education within a strong liberal arts tradition.

Importance of Community: We collaborate as a community of faculty, staff, students, alumni, and other stakeholders to expand and continuously improve knowledge of the practice, study, and teaching of management through program innovation, research, and professional activities.

The Commitment to Service: We use our knowledge and experience with our stakeholders to improve the operation of public and private organizations and the quality of life for individuals and communities in both the region and the world.

VISION:

Our Vision: The Marist College School of Management is a leader in creating and delivering a personal, integrative, and relevant management education.

Our Goal: To develop the most sought after 'ready to work' corporate citizens who seek out and thrive on opportunities for change.

Our Faculty is highly skilled, committed, and respected as teachers and scholars whose research is meaningful to their peers and our business partners. The school is a resource of organizational knowledge and expertise for our stakeholders.

Our Programs are distinguished by providing demanding and applied management education in a liberal arts setting. The faculty is collaborative and passionate, fostering a community of excellence that engenders student flexibility, develops ingenuity, initiative, and the sensibilities needed to be adaptive in an ever-changing organizational landscape.

Our Graduates are cross-functional big picture thinkers equipped with ethical, global and entrepreneurial mindsets, and excellent communication and technology skills. Their personal initiative, skilled curiosity, and know-how drive their leadership in crafting and implementing sound management strategy.

In Short: The SOM graduate is a Business Renaissance Person, with 360-degree perspective, and in big demand by top employers seeking immediate value from graduates who can hit the ground running.

DEPARTMENTS AND PROGRAMS

PAGE

Department of Accounting and Economics/Finance

Offers majors in:	
Accounting	44
Economics	97
Offers minors in:	
Accounting	46
Economics	99

Department of Management/Organizational Environments

Offers major in:	
Business Administration	70
Offers minor in:	
Business	73

SCHOOL OF SCIENCE

JAMES W. DUMOND, Jr., Ph.D., *Dean*

NEIL FITZGERALD, Ph.D., *Assistant Dean*

PROGRAMS OF STUDY

The School of Science includes the following Departments: The Department of Athletic Training, The Department of Biology, The Department of Chemistry, Biochemistry & Physics, The Department of Environmental Science & Policy, The Department of Medical Laboratory Sciences, and The Department of Physician Assistant Studies.

The School offers the Bachelor of Science Degree with majors in Athletic Training, Biology, Biology Education, Biomedical Sciences, Chemistry, Chemistry with Biochemistry option, Environmental Science (Policy and Science tracks), and Medical Technology. The Bachelor of Arts Degree with majors in Biochemistry and Chemistry is also offered. In addition, the School of Science now offers a Master of Science Degree in Physician Assistant Studies: information on this program can be found in the Marist College Graduate Catalog.

MISSION:

The School of Science primarily addresses itself to meeting the needs of students majoring in the scientific disciplines. These needs include a sound grasp of theoretical principles and the ability to apply them. A strong emphasis on laboratory experiences and student research is designed to wed theory and practice. Our aim is to prepare students for continuing education at the university level, including programs in the health professions and law, and for entry-level professional positions in the fields for which they have been trained. Consistent with this aim toward professional preparation, science programs stress the broader skills and competencies that form the basis for leadership and management roles in the professions. Consonant with the historical mission of the College, the School also aims to provide students with the content knowledge required for secondary school teacher certification.

More broadly, the School addresses the needs of every student for scientific literacy. This is achieved within the scope of the Natural Sciences requirement of the Core/Liberal Studies curriculum of the College. Here the focus is on a grasp of the scientific approach to gaining knowledge, a critique of this methodology and its limitations in addressing the full range of human problems and aspirations, and the opportunity to confront, use, and apply the knowledge content of at least one of the scientific disciplines.

Finally, the School recognizes its place within the broader scientific community where it acknowledges a responsibility for contributing to scientific knowledge consistent with its character as a four-year liberal arts college, providing leadership in professional settings, and supporting scientific and educational enterprises in the larger community. Because of the location of Marist College on the Hudson River, these responsibilities take on special meaning when seen in the context of caring for the health and vitality of this extraordinary resource.

DEPARTMENTS AND PROGRAMS

PAGE

Department of Athletic Training

Offers major in:	
Athletic Training	60

Department of Biology

Offers majors in:	
Biology	63
Biology Education	66
Biomedical Sciences	68
Offers minor in:	
Biology	65

Department of Chemistry, Biochemistry and Physics

Offers majors in:	
Chemistry	75
Chemistry-Biochemistry	77
Biochemistry	79
Offers minor in:	
Chemistry	81

Department of Environmental Science & Policy

Offers majors in:

Environmental Science & Policy – Policy 115
Environmental Science & Policy – Science 114

Offers minors in:

Environmental Policy 117
Environmental Science 117
Environmental Studies 118

Department of Medical Laboratory Sciences

Offers major in:

Medical Technology 163

Additional minors and certificates

Certificates:

Physical Education – Coaching Certificate 173

SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

MARGARET R. CALISTA, M.S.W., *Dean*

PROGRAMS OF STUDY

The School of Social and Behavioral Sciences includes the following Departments: The Department of Criminal Justice, The Department of Education, The Department of Psychology, and The Department of Sociology and Social Work.

The School offers the Bachelor of Arts Degree with majors in Psychology, and Psychology with dual certification in Childhood Education and Students with Disabilities 1–6. Also offered is the Bachelor of Science Degree with majors in Criminal Justice and Social Work. In addition, the School offers the Master of Arts Degree in Mental Health Counseling, Educational Psychology, School Psychology, and a Master’s in Education. (See the Graduate Catalog for information on these programs.)

MISSION:

Study in each of the School’s undergraduate majors provides students with professional preparation for entry into fields of work associated with the major. Concurrently, students’ learning prepares them for advanced study in career-oriented graduate programs.

The curriculum for each of the School’s majors presents a highly integrated blend of the theoretical and applied aspects of the respective disciplines. This theoretical/applied integration is enhanced by significant internship experiences. Internships are designed for students to continue their learning in real work situations and to have the experience of making learning-based contributions to real problems in the work setting.

The School seeks to accomplish its mission by creating learning environments in which students are encouraged to develop their critical-thinking, problem-solving, self-reflective, self-management, and creativity skills. This occurs in the context of studying course content, learning the methodologies of the discipline, learning skills associated with the discipline, and engaging in the values/ethical issues presented by the discipline. Drawing upon knowledge gained from their broad-based Core/Liberal Arts curriculum, students work with faculty to integrate their professional and liberal arts studies. Faculty also seek to invigorate the learning environment through innovative uses of technology. Throughout the entire program students are given many opportunities to demonstrate progress in fulfilling the requirements of their major.

From a professional perspective, faculty facilitate students’ internalization of the discipline’s code of ethics. The School’s professional focus is also enhanced by the availability of an accelerated, combined Bachelor’s/Master’s Degree programs for exceptional students in the B.A./M.A. Psychology/Educational Psychology with dual certification in Childhood Education and Students with Disabilities 1–6. These exceptional students begin to take graduate-level courses during their undergraduate program. Similarly, graduates from the School’s Social Work major may receive advanced standing in MSW programs throughout the country with significant saving of credits at the graduate level. Students in the Criminal Justice major may begin study in the Master’s/Public Administration Program, and earn an M.P.A. with a concentration in Criminal Justice within one year after graduating with their Bachelor’s Degree.

DEPARTMENTS AND PROGRAMS PAGE

Department of Criminal Justice

Offers majors in:

Criminal Justice 95
Double major with Psychology 95

Offers minor in:

Criminal Justice 97

Department of Education

Offers programs leading to initial certification in:

Childhood Education/Students with Disabilities 1-6 100
Adolescence Education Grades 7-12 103
B.A./M.A. Educational Psychology Five Year Program 104
Bilingual Education 188

Department of Psychology

Offers majors in:
Psychology 177
Double major with Criminal Justice 178
Offers minor in:
Psychology 180

Department of Sociology and Social Work

Offers major in:
Social Work 186
Offers minors in:
Sociology 187
Social Work 188

Additional majors, minors, certificates, and concentrations offered by School of Social and Behavioral Sciences

Cognitive Science 83

SCHOOL OF PROFESSIONAL PROGRAMS

DANIEL A. SZPIRO, Ph.D., *Dean*

PROGRAMS OF STUDY

The School of Professional Programs administers Adult Bachelor’s Degree Completion Programs, non-credit and for-credit certificates, and the Bachelor of Art and the Bachelor of Science degrees for the Liberal Studies Major.

MISSION:

The School of Professional Programs is a comprehensive unit of Marist, offering courses, degree and certificate programs, non-credit and for-credit professional programs, on-site training, and related services for adults, career professionals, and businesses. Its mission is to be a leader in providing innovative, quality-driven education built on a strong liberal arts foundation that will embolden and enhance the ability of professionals to succeed in a global economy.

- The School of Professional Programs is responsible for the following academic programs:
- Adult Bachelor’s Degree Completion Programs (including the B.A./B.S. in Liberal Studies)
- Executive Education
- Center for Lifetime Study
- Summer Session
- Winter Intersession
- Fishkill Executive Center

The goal of the School of Professional Programs has always been to emphasize quality in academic programs, teaching facilities, and support services for the adult student. This emphasis has built a true adult learning community offering the widest array of undergraduate and professional certificate programs in the Hudson River Valley.

The School of Professional Programs is located on the main campus, just off Route 9 in Poughkeepsie, New York, (845) 575-3202. The Fishkill Executive Center is located at the intersection of Route 9 and I-84 in the town of Fishkill, (845) 897-9648.

DEPARTMENTS AND PROGRAMS

PAGE

Adult Bachelor’s Degree Completion Program

Offers:
Liberal Studies 152

PROGRAMS OF STUDY

THE CORE/LIBERAL STUDIES CURRICULUM

MOIRA FITZGIBBONS, Ph.D., *Core/LS Director*

MISSION:

One enduring element of the mission of Marist College has been to provide students with an experience that blends career preparation with an education in the tradition of the liberal arts. The commitment of the faculty to providing students with a rounded education is evident in the Core/Liberal Studies Program which emphasizes the following goals:

- To assist and challenge students to become more aware of their own values and the ethical implications of the choices they face in their public and private worlds.
- To develop in students the capacity to synthesize and integrate methods and insights from a variety of intellectual disciplines.
- To introduce students to the essential ideas and skills that comprise the disciplines of the liberal arts and the sciences.
- To develop in students crucial 21st-century skills including critical thinking, written exposition, public presentation, information literacy, and technological competency.

To achieve these goals, students are exposed to a curriculum that is both integrative and distributive, blending courses that all students take as part of a shared educational experience with elective courses in the liberal arts and sciences.

ACADEMIC FOUNDATION COURSES

The Foundation courses in the Core/Liberal Studies Program introduce students to the College as an intellectual community and instruct them in skills they will use throughout their undergraduate experience and beyond. The First Year Seminar introduces students to critical thinking, writing, public presentation, information literacy, and interdisciplinary study through exploration of a focused topic. The other required Foundation course, Writing for College, enables students to develop their ability to critically analyze and learn through writing. Students also learn methods of scholarly documentation and the organization and presentation of ideas. These skills are essential for success in academic and professional life. Each First Year Seminar and Writing for College course engages with one or more of the following themes central to liberal learning: Civic Engagement, Cultural Diversity, Nature & the Environment, and Quantitative Reasoning.

DISTRIBUTION COURSES

The Core/LS Program's distribution requirements introduce students to a broad range of disciplines and develop their ability to approach problems in an integrative manner. Breadth courses are content-based and emphasize an understanding of the skills, methodology, and ethical issues of each discipline. Philosophical Perspectives, a Breadth course taken by all students, enables students to examine basic philosophical questions concerning knowledge (epistemology), reality (metaphysics), and human values (ethics, political philosophy, aesthetics) essential to the College's curriculum as a whole. The 12-credit Pathway component of the distribution requirements offers students the opportunity to explore disparate approaches to a focused interdisciplinary topic.

SKILL REQUIREMENTS

In order to build on the skill instruction provided in the Foundation courses, the Core/LS Program requires that each student complete an "intensive" course in the following skill areas: writing, public presentation, and technological competency. These courses may overlap with courses taken for the Core/LS Program or in the major field of study.

CAPPING

The Capping course serves as a discipline-based culminating experience for a student's academic work. Often it also engages with professional issues related to academic majors. In keeping with the skill areas covered within the First Year Seminar, Capping courses require students to demonstrate their mastery of the following skills.

- Writing
- Public presentation
- Information Literacy
- Critical Thinking

CORE/LS PROGRAM POLICIES

The Core/Liberal Studies Program outlined below is in effect for all incoming freshmen in Fall 2013 and afterward except students in the Liberal Studies Major. Students who entered the College prior to Fall 2013 should consult earlier versions of the catalog. Students transferring to Marist may receive Core/Liberal Studies credit for courses previously taken. Core/Liberal Studies courses cannot be taken Pass/No Credit.

Once a student has matriculated at Marist, the Core/Liberal Studies Capping Course requirements must be fulfilled at Marist College.

REQUIREMENTS IN CORE/LIBERAL STUDIES

CATEGORY 3.0

3.1 FOUNDATION

FYS 101 First Year Seminar
ENG 120 Writing for College

4 cr
3 cr

7 cr

On the basis of test scores and other evaluations, it may be recommended to some students that they first take ENG 119, Intermediate Writing for College, as preparation for ENG 120 Writing for College. Transfer students who have completed College Writing I and II or comparable composition courses with a C or better are exempt from ENG 120 Writing for College.

3.2 DISTRIBUTION

NOTE: Not every course with an “LA” (Liberal Arts) designation is a Core/LS course. Only courses identified as “Core/LS” in the Course Schedule (published each semester) qualify. Courses may fulfill Core/LS requirements as well as requirements in a student’s major or minor areas.

Breadth	
Philosophy (PHIL 101 Philosophical Perspectives)	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics (see Mathematics placement recommendation)	3 cr
Natural Science	3 cr
Social Science	3 cr

Pathway*	<u>12 cr</u>
----------	--------------

Courses addressing an interdisciplinary topic.
Students select one of the following Pathway topics:

- African Diaspora Studies
- American Studies
- Catholic Studies
- Cognitive Studies
- Contemporary European Studies
- Environmental Studies
- French
- Gender Studies
- Global Studies
- Hudson River Valley Regional Studies
- Italian
- Italian & Italian-American Studies
- Jewish Studies
- Latin American & Caribbean Studies
- Legal Studies
- Medieval & Renaissance Studies
- Public Health
- Public Praxis
- Quantitative Studies
- Religion & Society
- Spanish
- Studies in Political Economy
- Technology & Society

Total distribution credits	36 cr
-----------------------------------	--------------

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

3.3 SKILL REQUIREMENTS (in Core or major courses)	0 stand-alone credits
Writing	
Public Presentation	
Technological Competency	

3.4 CAPPING (taken in the major field of study during the senior year)	3 cr
---	------

Total credits for Core/LS requirements	<u>3 cr</u>	46 credits
---	-------------	-------------------

International Programs

Marist College encourages qualified students to spend a semester or academic year in another country through Marist International Programs (MIP). Students of virtually every major may study/intern abroad for at least one semester.

Interested students should begin planning their semester/year abroad with their academic advisor as early as possible. Candidates for MIP may variously pursue major, minor, core, internship, or elective coursework abroad. Again, early planning is essential in terms of course planning and finding the best fit between particular study abroad program and student. Students generally earn 15 credits per semester while abroad.

Please refer to page 14 of this catalog for more information on MIP.

Sample Academic Plan for a Semester Abroad*:

• Foundation/orientation course	3 cr	
• Major required course	3-6 cr	
• Core/Liberal Studies course (Foreign Language, Social Science, History, Literature, Fine Arts, Philosophy/Religious Studies)	3-6 cr	
• Elective course	3 cr	
• Internship	<u>0-6 cr**</u>	
Total		12-16 cr

* An individual study plan is arranged by each student with his/her academic advisor, according to the program selected, individual learning goals, and degree requirements.

** Credits earned for an internship depend on the internship program selected and internship length (number of hours worked).

ACCOUNTING

ANN DAVIS, Ph.D., *Chairperson*

MISSION:

Today's accounting majors are expected not only to provide auditing, accounting, and tax services for small and large companies, but also to provide services in forecasting, financial planning and evaluation, and the creation and monitoring of new technologies.

The accounting program at Marist College provides a high-quality, professional education in a supportive, interactive, and personalized learning environment. The program is designed to prepare accounting graduates to progress to sensitive management positions in business and industry, public accounting, and governmental units. Professional opportunities include careers as a certified public accountant (CPA) or as a certified management accountant (CMA). The Marist Bachelor of Science in Accounting also serves as a sound educational base for post-baccalaureate study in business and law.

As of August 2009, 150 credit hours are required to sit for the CPA exam.

The Accounting Core (30 credits)

The Accounting Core requires an intensive study of the various responsibilities of the accountant. This includes the study of financial accounting theory, its realization in generally accepted accounting principles, and the application of official accounting and auditing standards as well as tax laws.

ACCT 203 and 204 Financial and Managerial Accounting	6 cr
ACCT 301 and 302 Intermediate Accounting I and II	6 cr
ACCT 310 Cost Accounting	3 cr
ACCT 330 Financial Statement Analysis	3 cr
ACCT 401 Advanced Accounting	3 cr
ACCT 402 Auditing	3 cr
ACCT 403 Tax I	3 cr
ACCT 451 Government and Not-For-Profit Accounting	3 cr

The Interface between Accounting and Business (27 credits)

Accounting involves both external financial reporting and internal reporting for managerial decision making and control. Hence, professional accountants interact with all the functional areas of business. Accounting majors develop their knowledge of this interface through both required and elective courses.

Required Courses (18 credits)

For the Accounting profession taken as a whole the primary interface with business requires a detailed knowledge of the financial and legal aspects of business transactions. Consequently, the required interface courses develop expertise in these areas.

BUS 202 Global Business and Society	3 cr
BUS 302 Organizational Behavior	3 cr
BUS 320 Financial Management	3 cr
BUS 340 Marketing Principles	3 cr
BUS 380 and 381 Business Law I and II	6 cr

Elective Courses (6 credits)

Accounting majors extend their study of the interface by selecting two additional Accounting (ACCT) or Business (BUS) courses, both 300 level or above (excluding BUS 382), in consultation with their faculty advisor. By selecting various combinations of courses, students can

- broaden their exposure to include the other functional disciplines in business,
- focus on a particular interface that reflects their interests and career aspirations, or
- emphasize further study of Accounting topics.

NOTE: Internship credits can count for no more than 3 of the elective credits described in this section.

The Integrative Capping Course (3 credits)

The professional practice of accounting requires accountants

- to critically interpret and apply accounting principles and standards to complex transactions which often involve innovative contracts and contingent claims,
- to evaluate the value of information for managerial decision making, and
- to take responsibility for their own continuing education and development in the field as new accounting and auditing standards and tax laws are adopted.

The required, integrative capping course:

ACCT 477 Current Issues in Accounting 3 cr

develops this capability and completes the process of qualifying the Accounting major for the Bachelor's Degree in Accounting.

The Technical and Analytical Foundation (15 credits)

The following required (or recommended) courses provide the technical and analytical foundation required for the study of Accounting:

ECON 103 Principles of Microeconomics	3 cr
ECON 104 Principles of Macroeconomics	3 cr
MATH 115 Calculus with Management Applications OR	
MATH 241 Calculus I	3-4 cr
MATH 130 Introductory Statistics I	3 cr
CMPT 300 Management Information Systems	3 cr

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ACCOUNTING

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Accounting		
	Accounting Core	30 cr	
	Integrative Capping Course	<u>3 cr</u>	
	Credit Requirement in Accounting		33 cr
2.0	Course Requirements in Related Fields		
	BUS 202 Global Business & Society	3 cr	
	BUS 302 Organizational Behavior	3 cr	
	BUS 320 Financial Management	3 cr	
	BUS 340 Marketing Principles	3 cr	
	BUS 380 Business Law I	3 cr	
	BUS 381 Business Law II	3 cr	
	Two ACCT or BUS courses	6 cr	
	CMPT 300 Management Information Systems	3 cr	
	ECON 103 Principles of Microeconomics	3 cr	
	ECON 104 Principles of Macroeconomics	3 cr	
	MATH 115 Calculus with Management Applications OR		
	MATH 241 Calculus I	3-4 cr	
	MATH 130 Introductory Statistics I	<u>3 cr</u>	
	Credit Requirement in Related Fields		<u>39-40 cr</u>
	Total Credit Requirement for a Major in Accounting		72-73 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	

Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	3 cr	
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
	18 cr	
Pathway*	<u>12 cr</u>	
Courses addressing an interdisciplinary topic.		

Total Core/Liberal Studies Requirement 37 cr

4.0 Electives 10-11 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN ACCOUNTING

Required Introductory-Level Courses	
ACCT 203 Financial Accounting	3 cr
ACCT 204 Managerial Accounting	3 cr
BUS 100 Introduction to Business and Management	3 cr
ECON 150 Economics of Social Issues OR	
ECON 103 Principles of Microeconomics	<u>3 cr</u>
	<u>12 cr</u>
Elective Upper-Level Courses (9 credits)	
Select three Accounting courses from the following	
(subject to prerequisite requirements):	
ACCT 301 Intermediate Accounting I	<u>9 cr</u>
ACCT 302 Intermediate Accounting II	
ACCT 310 Cost Accounting	
ACCT 311 Information for Decision Making and Control	
ACCT 330 Financial Statement Analysis	
ACCT 350 Accounting Systems	
ACCT 401 Advanced Accounting	
ACCT 402 Auditing	
ACCT 403 Tax I	
ACCT 404 Tax II	
ACCT 405 Advanced Auditing	
ACCT 451 Government and Not-For-Profit Accounting	

Total Credit Requirement for a Minor in Accounting 21 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ACCOUNTING

FRESHMAN YEAR

FALL		SPRING	
FYS 101 First Year Seminar	4 cr	Core/LS PHIL 101 Philosophical Perspectives	3 cr
ACCT 203 Financial Accounting	3 cr	MATH 130 Introductory Statistics	3 cr
ECON 103 Principles of Microeconomics	3 cr	ACCT 204 Managerial Accounting	3 cr
MATH 120 Precalculus OR Core/LS Distribution	3 cr	ECON 104 Principles of Macroeconomics	3 cr
ENG 120 Writing for College	<u>3 cr</u>	Core/LS Distribution	<u>3 cr</u>
	16 cr		15 cr

SOPHOMORE YEAR

FALL		SPRING	
ACCT 301 Intermediate Accounting I	3 cr	ACCT 302 Intermediate Accounting II	3 cr
BUS 202 Global Business and Society	3 cr	BUS 302 Organizational Behavior	3 cr
BUS 320 Financial Management	3 cr	MATH 115 Calculus w/Management Applic	3 cr
Core/LS Distribution	3 cr	Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>	Core/LS Distribution	<u>3 cr</u>
	15 cr		15 cr

JUNIOR YEAR**FALL**

ACCT 310 Cost Accounting	3 cr
ACCT 330 Financial Statement Analysis	3 cr
ACCT 401 Advanced Accounting	3 cr
BUS 380 Business Law I	3 cr
Core/LS Distribution	<u>3 cr</u>
	15 cr

SPRING

ACCT 451 Govt & Not For Profit Accounting	3 cr
BUS 340 Marketing Principles	3 cr
CMPT 300 Management Information Systems	3 cr
BUS 381 Business Law II	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

ACCT 402 Auditing	3 cr
ACCT 403 Tax I	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

ACCT 477 Current Issues In Accounting	3 cr
Acct or Business Elective	3 cr
Acct or Business Elective	3 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

AFRICAN DIASPORA STUDIES MINOR

The minor in African Diaspora Studies prepares students to live and work in, and make sense of, an increasingly interdependent and multicultural world. As the world becomes increasingly interactive, the acquisition of new skills, knowledge, and cultural sensitivity will be critical for interacting with people of African descent as professional colleagues and neighbors working and living together.

REQUIREMENTS FOR A MINOR IN AFRICAN DIASPORA STUDIES

- 1.0 Course Requirements in African Diaspora Studies
- | | |
|---|-------|
| HIST 242 Introduction to African Diaspora Studies | 3 cr |
| Five African Diaspora Electives: | 15 cr |
| Chosen from at least three different disciplines (e.g., Communications, English, History, Political Science). Six credits must be completed in Foreign Languages and Culture. Foreign Language and Culture courses must be chosen from the list of designated courses below.* | |

Total Credit Requirement for a Minor in African Diaspora Studies

18 cr

Designated Courses for the African Diaspora Studies MinorCommunications

- COM 325 Intercultural Communication
- COM 435 Race and Ethnicity in Film

English

- ENG 353 Ethnic American Literature

*Foreign Languages and Culture

- CSSP 153 The Civilization of Puerto Rico
- FREN 101 Elementary French I
- FREN 102 Elementary French II
- FREN 105 Intermediate French I
- FREN 106 Intermediate French II
- FREN 315 French Literature of Africa and the Caribbean
- SPAN 101 Elementary Spanish I
- SPAN 102 Elementary Spanish II
- SPAN 105 Intermediate Spanish I
- SPAN 106 Intermediate Spanish II
- SPAN 201 Spanish Composition and Conversation I
- SPAN 202 Spanish Composition and Conversation II
- SPAN 281 Spanish Conversation and Culture I
- SPAN 282 Spanish Conversation and Culture II
- SPAN 305 Advanced Intensive Spanish I
- SPAN 306 Advanced Intensive Spanish II
- SPAN 433 Literature of the Hispanic Caribbean

History

- HIST 273 Latin America I
- HIST 274 Latin America II
- HIST 375 History of Race in Latin America
- HIST 234 African American History

HIST 280 Africa Since 1800
HIST 340 Race & Nationality in American Life

Political Science

POSC/HIST 216 Black Political and Social Thought
POSC 351 African Politics

Philosophy and Religious Studies

REST 209 World Religions

Course Developed for the Program

HIST 294 Introduction to African Diaspora Studies

Other Recommendations

Approved “international experience”: Students are encouraged to spend a semester abroad in an African Diaspora community in Mexico, Central America, the Caribbean, South America, or in a region of Africa or Europe.

AMERICAN STUDIES

MARTIN SHAFFER, Ph.D., *Coordinator*

An interdepartmental program involving history, politics, law, literature, philosophy, religion, art, and music, American Studies allows students to transcend narrow disciplinary boundaries in exploring the broad interplay of ideas and events which have shaped the American past.

This requires a careful selection among designated courses within the American arena, while also developing a concentration (12 credits) focusing upon a different culture such as that of Latin America, England, or Russia. A 3-credit senior capping experience then unifies these perspectives upon the American Experience.

REQUIREMENTS FOR A BACHELOR OF ARTS IN AMERICAN STUDIES

Note: A minimum of 90 credits in Liberal Arts is required.

1.0 Course requirements for a major in American Studies

ART 280 American Art OR	
MUS 343 Music in America	3 cr
ENG 210 American Literature I	3 cr
ENG 211 American Literature II	3 cr
One additional American Literature course	3 cr
An ENG course other than American Literature	3 cr
HIST 101 Themes in Modern History	3 cr
HIST 226 American History I	3 cr
HIST 227 American History II	3 cr
One additional American History course	3 cr
One HIST course other than American History	3 cr
PHIL 240 American Pragmatism	3 cr
PHIL 342 American Social Thought	3 cr
Two courses selected from the following:	6 cr
POSC 110 American National Government	
POSC 210 US Constitutional Law: National Powers	
POSC 211 American State & Local Politics	
POSC 212 Political Parties and Pressure Groups	
POSC 312 History of American Presidency	
One course selected from the following:	3 cr
POSC 205 Peace and World Order Studies	
POSC 321 Contemporary Political Theory	
POSC 251 Comparative Political Systems: Great Britain and Western Europe	
POSC 252 Comparative Political Systems: CIS and Eastern Europe	
POSC 113 International Relations	
POSC 350 Latin American Politics	
POSC 236 Politics of Developing Areas	
POSC 355 Comparative Political Systems: Middle East	
POSC 290 International Law and Organization	
CMPT 103 Technology for the 21st Century	3 cr
REST 201 Religion in America	3 cr
POSC 477 Capping: Law & Morality OR	
HIST 477 Capping Course	<u>3 cr</u>

Total Credit Requirement for a Major in American Studies

54 cr

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	0 cr	(fulfilled by major field req.)
	Literature	0 cr	(fulfilled by major field req.)
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			9 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		28 cr
4.0	Electives		<u>38 cr</u>
	Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN AMERICAN STUDIES

1.0	ENG 210 American Literature I	3 cr	
	ENG 211 American Literature II	3 cr	
	HIST 226 American History I	3 cr	
	HIST 227 American History II	3 cr	
1.1	One from the following:	3 cr	
	ART 280 American Art		
	MUS 343 Music in America OR		
	An English course from:		
	ENG 328 Modern English and American Poetry		
	ENG 340 American Drama I		
	ENG 341 American Drama II		
	ENG 443 Seminar in American Literature		
1.2	One from the following:	3 cr	
	PHIL 340 Marx and Marxism		
	PHIL 342 American Social Thought		
	POSC 105 Origins of American Legal System		
	POSC 110 American National Government		
	POSC 300 Constitutional Law: Civil Rights & Liberties		
	POSC 210 US Constitutional Law: National Powers		
	POSC 211 American State & Local Politics		
	POSC 212 Political Parties and Pressure Groups		
	POSC 312 (also listed as HIST 312) History of the American Presidency		
	HIST 316 America and the Movies		
	HIST 320 American Diplomatic History		
	HIST 321 American Business History		
	HIST 364 Civil War and Reconstruction		
	REST 201 Religion in America		
	SPAN 154 Hispanics in the United States		
	Total Credit Requirement for a Minor in American Studies		18 cr

NOTE: English majors and History majors need two additional courses from 1.1 and/or 1.2.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN AMERICAN STUDIES

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
ENG 210 American Literature I	3 cr
PHIL 101 Philosophical Perspectives	3 cr
HIST 101 Themes of Modern History	<u>3 cr</u>
	16 cr

SPRING

HIST 226 American History I	3 cr
ENG 211 American Literature I	3 cr
POSC 110 American National Government	3 cr
Core/LS Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

American Studies – Fine Arts	3 cr
HIST 227 American History II	3 cr
REST 201 Religion in America	3 cr
Core/LS Elective	3 cr
Core/LS Elective	<u>3 cr</u>
	15 cr

SPRING

American Studies – Political Science	3 cr
CMPT 103 Technology for 21st Century	3 cr
PHIL 240 American Pragmatism	3 cr
Core/LS Elective	3 cr
Core/LS Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Core/LS Elective	3 cr
American Studies – American Literature	3 cr
American Studies – American History Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

American Studies – POSC International	3 cr
Core/LS Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

HIST 477 Capping	3 cr
American Studies - Literature (non-American)	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>2 cr</u>
	14 cr

SPRING

American Studies – History (non-American)	3 cr
PHIL 342 American Social Thought	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

APPLIED MATHEMATICS

TRACEY MCGRAIL, Ph.D., *Chairperson*

MISSION:

The Applied Mathematics major provides a strong foundation in traditional mathematics, but additionally is interdisciplinary in nature as it addresses the needs of those students interested in scientific or operational applications of mathematical techniques. Such applications can be found in the fields of physics, chemistry, biology, medicine, computer science, finance, actuarial science, operations research, industrial mathematics, and many others. These applications require an understanding of the appropriate field, so students are expected to choose one of four subfields outside of mathematics in which to specialize.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

Note: A minimum of 60 credits in Liberal Arts is required.

For the proposed curriculum in both the Computer Science and Actuarial tracks below, Lab Science I and Lab Science II may be comprised of any one of the following three options:

1. Physics Option – Any two of the following three physics lecture/lab combinations (taken in any order):
 - PHYS 211 General Physics I (3 cr) and PHYS 213 Physics Lab I (1 cr)
 - PHYS 212 General Physics II (3 cr) and PHYS 214 Physics Lab II (1 cr)
 - PHYS 221 Modern Physics I (3 cr) and PHYS 222 Modern Physics Lab (1 cr)
2. Chemistry Option – The following two chemistry courses (taken in the order below):
 - CHEM 131 General Chemistry I: Introduction to Inorganic Chemistry (4 cr)
 - CHEM 132 General Chemistry II: Introduction to Physical Chemistry (4 cr)
3. Biology Option – The following two biology courses (taken in the order below):
 - BIOL 130 General Biology I (4 cr)
 - BIOL 131 General Biology II (4 cr)

*Applied Mathematics Foundation Courses (33 credits)**

MATH 241, 242, 343 Calculus I-III	12 cr
MATH 210 Linear Algebra	3 cr

MATH 310 Introduction to Mathematical Reasoning	3 cr
MATH 321 Differential Equations	3 cr
MATH 330 Probability and Statistics	3 cr
MATH 420 Mathematical Analysis I	3 cr
MATH 422 Applied Mathematics	3 cr
MATH 477 Math Capping Course	3 cr

Applied Mathematics Upper-Level Electives (9 credits)*

Choose 3 courses from: 9 cr

- MATH 331 Applied Statistics
- MATH 393 Special Topics in Mathematics I
- MATH 394 Special Topics in Mathematics II
- MATH 410 Abstract Algebra
- MATH 411 Abstract Algebra II
- MATH 412 Computational Linear Algebra
- MATH 421 Mathematical Analysis II
- MATH 423 Applied Mathematics II
- MATH 424 Complex Analysis
- MATH 430 Operations Research
- MATH 440 Numerical Analysis
- MATH 441 Combinatorics
- MATH 451 Elementary Topology

Related Fields

- CMPT 120 Introduction to Programming OR 4 cr
- DATA 220 Intro to Data Analysis

Interdisciplinary Tracks

Chemistry Track (19 cr)

- Lab Science I – Physics Option (see description above) 4 cr
- Lab Science II – Physics Option (see description above) 4 cr
- CHEM 131 General Chemistry I: Introduction to Organic Chemistry 4 cr
- CHEM 132 General Chemistry II: Introduction to Physical Chemistry 4 cr
- Select One:
- CHEM 361 Thermodynamics & Kinetics 3 cr
- CHEM 362 Quantum and Statistical Mechanics 3 cr

Biology Track (19-20 cr)

- BIOL 130 General Biology I 4 cr
- BIOL 131 General Biology II 4 cr
- CHEM 131 General Chemistry I: Introduction to Organic Chemistry 4 cr
- CHEM 132 General Chemistry II: Introduction to Physical Chemistry 4 cr
- Select One:
- Any 300- or 400-level BIOL course 3-4 cr

Computer Science Track (19-20 cr)

- Lab Science I (see description above) 4 cr
- Lab Science II (see description above) 4 cr
- CMPT 220 Software Development I 4 cr
- CMPT 435 Algorithm Analysis & Design 4 cr
- Select One:
- CMPT 404 Artificial Intelligence 3 cr
- CMPT 446 Computer Graphics 4 cr

Actuarial Track (20 cr)

- Lab Science I (see description above) 4 cr
- Lab Science II (see description above) 4 cr
- ECON 103 Principles of Microeconomics 3 cr
- ECON 104 Principles of Macroeconomics 3 cr
- ACCT 203 Financial Accounting 3 cr
- BUS 320 Financial Management 3 cr
- MATH 331 Applied Statistics 0 cr **

*While several of the 300-400 level mathematics courses are offered each semester, many of these courses are offered only annually or biennially. Please visit the Department of Mathematics page at the Marist College web site for the current schedule of course offerings.

**May be fulfilled by Applied Mathematics upper-level elective course.

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Mathematics		33 cr
1.1	Additional Upper-Level Mathematics courses		9 cr
1.2	Interdisciplinary Tracks		19-20 cr
2.0	Course Requirements in Related Fields		<u>4 cr</u>
Total Credit Requirement for a Major in Applied Mathematics			65-66 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	3 cr	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway†		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement			37 cr
4.0	General Electives		<u>17-18 cr</u>
Total Credit Requirement for Graduation			120 cr

† Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN APPLIED MATHEMATICS

FRESHMAN YEAR

FALL

MATH 241 Calculus I	4 cr
CMPT 120 Intro to Programming	4 cr
FYS 101 First Year Seminar	3 cr
ENG 120 Writing for College	4 cr
	<u>15 cr</u>

SPRING

MATH 242 Calculus II	4 cr
PHIL 101 Philosophical Perspectives	3 cr
Track Requirement or Core Dist.	3-4 cr
Core/LS	3 cr
Core/LS (if no 4-cr Track Req.)	<u>0-3 cr</u>
	14-16 cr

SOPHOMORE YEAR

FALL

MATH 343 Calculus III	4 cr
MATH 210 Linear Algebra	3 cr
Track Requirement	4 cr
Core/LS	3 cr
	<u>14 cr</u>

SPRING

MATH 310 Intro Math Reasoning	3 cr
MATH 321 Differential Equations	3 cr
Track Requirement	4 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

JUNIOR YEAR

FALL

MATH 300/400-level Requirement	3 cr
MATH 300/400-level Elective	3 cr
Track Requirement	3-4 cr
Core/LS or General Elective	3 cr
Core/LS or General Elective	<u>3 cr</u>
	15-16 cr

SPRING

MATH 300/400-level Elective	3 cr
MATH 300/400-level Elective	3 cr
Track Requirement	3-4 cr
Core/LS or General Elective	3 cr
Core/LS	<u>3 cr</u>
	15-16 cr

SENIOR YEAR

FALL

MATH 300/400-level Requirement	3 cr
MATH 300/400-level Elective	3 cr
Track Requirement, Track Elective or Core/LS	3-4 cr
Core/LS or General Elective	3 cr
Core/LS or General Elective	<u>3 cr</u>
	15-16 cr

SPRING

MATH 477 Capping	3 cr
Track Elective or General Elective	3 cr
Core/LS or General Elective	3 cr
General Elective	3 cr
General Elective	0-3 cr
	<u>12-15 cr</u>

Please see the documentation (page 154) for the Mathematics major for a schedule of when upper-level mathematics courses are offered.

Honors in Applied Mathematics – Please see the description of Honors in Mathematics on page 155.

ART AND DIGITAL MEDIA

MATTHEW FRIEBURGHHAUS, M.F.A., Chairperson

MISSION:

The Department of Art and Digital Media believes a sound foundation and an exploration of the fields of digital media, studio art, and art history should be combined with a strong liberal arts education to expand the intellectual horizons of our students. The department seeks ways to broaden their intellectual development through the investigation of state-of-the-art technologies in addition to traditional forms of study and techniques. The department believes an education in the visual arts should go beyond the classroom, lab, and studio. Opportunities are provided to exhibit artwork, visit galleries and museums, obtain internships, and study abroad.

The Department's mission is to prepare students for careers and graduate study in the fine and applied arts.

The **B.S. in Digital Media** is designed to allow students the opportunity to explore, in depth, the new exciting field of Digital Media under the guidance of recognized working artists, designers, and educators. It combines courses in digital media with a balanced curriculum of studio art, art history, and liberal arts courses. Students will gain broad-based training in a wide range of new media, along with an understanding of their concepts, historical background, and heritage in the traditional media.

The **B.S. in Studio Art** offers a balance of courses between the traditional art media areas required by the major and the liberal arts courses required by the Marist College common Core. This program will provide a concentrated and carefully structured series of courses organized to enable students to broaden their understanding, aesthetic awareness, and technical abilities in the studio arts. It will also stress the concepts and historical background that have determined the way in which traditional art media have evolved. In addition, this comprehensive program will encourage an awareness of art in relationship to other areas, provide art students with the opportunity to participate in internships, take related courses in other disciplines, and offer students an opportunity to develop their portfolios in preparation for graduate studies. The Studio Faculty is composed of full-time and visiting art professionals who are committed to creating a nurturing but challenging environment in which students can explore, experiment, and develop their own personal visions.

The **B.A. in Fine Arts** with a concentration in Studio Art is designed to combine a broad-based training in the visual arts with a traditional liberal arts education. After gaining a solid foundation in design, drawing, and art history, each student specializes in one of five tracks: drawing, graphic design, painting, photography, or digital media. Students also select additional studio courses to expand their knowledge of the visual arts. This curriculum is ideally suited for students who want to combine their studio major with a second one or plan a more rigorous study of the liberal arts.

The **B.A. in Fine Arts** with a concentration in Art History is designed to provide both a survey of western art and an in-depth study of selected periods. In addition to the required coursework, students concentrating in art history must pursue an alternative discipline, preferably in a foreign language. Study abroad is strongly encouraged and the department provides many opportunities for doing so.

All majors, whether in Studio Art, Digital Media, or Art History, are encouraged to apply for internships in their junior or senior year. The Department's programs are augmented by trips to nearby galleries and museums in the Hudson Valley, New England, and New York City. There are also noteworthy opportunities to study abroad, particularly at our branch campus in Florence, Italy, as well as short-term programs in Italy, England, France, Spain, and Japan.

FLORENCE, ITALY BRANCH CAMPUS

The Department of Art and Digital Media offers courses, a certificate, five majors, and a graduate degree at the branch campus in Florence, Italy:

- B.A. Fine Arts – Studio Art
- B.A. Fine Arts – Art History
- B.S. Conservation Studies/Restoration [only available in Florence]
- B.S. Digital Media
- B.S. Studio Art
- B.P.S. Interior Design [only available in Florence]
- M.A. Museum Studies [only available in Florence]
- Certificate in Studio Art [only available in Florence]

For more information on courses and these degree programs, please consult the Marist-LdM Florence program catalog.

MINORS

Minors in Studio Art, Photography, Graphic Design and Art History are also offered for those students who wish to combine their study in other disciplines with an exploration of the visual arts.

REQUIREMENTS FOR A BACHELOR OF ARTS IN FINE ARTS: STUDIO ART

Concentration in Studio Art

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements		
	ART 101 Fundamentals of Art and Design I	3 cr	
	ART 110 Basic Drawing	3 cr	
	ART 160 History of Western Art I	3 cr	
	ART 180 History of Western Art II	3 cr	
	One 200-300 level Art History course	3 cr	
	CMPT 103 Technology for the 21st Century	3 cr	
	ART 477 Capping Course	<u>3 cr</u>	21 cr
1.1	Tracks		
	3 courses in one of the following: digital media, drawing, graphic design, painting, or photography	<u>9 cr</u>	9 cr
1.2	Each student is required to take four additional courses in Studio Art.	<u>12 cr</u>	<u>12 cr</u>
Total Credit Requirement for Concentration in Studio Art			42 cr
2.0	Course requirements in Related Fields: None		
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement			40 cr
4.0	Electives		<u>38 cr</u>
Total Credit Requirement for Graduation			120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF ARTS IN FINE ARTS: ART HISTORY

Concentration in Art History

1.0	Course Requirements		
	ART 101 Fundamentals of Art and Design I	3 cr	
	ART 110 Basic Drawing	3 cr	
	ART 160 History of Western Art I	3 cr	
	ART 180 History of Western Art II	3 cr	
	CMPT 103 Technology for the 21st Century	3 cr	
	ART 477 Capping Course	3 cr	
			18 cr
1.1	Selection of five courses in Art History	15 cr	
1.2	Alternate Discipline	<u>9 cr</u>	
	Each student must take three courses in one of the following alternate disciplines: Foreign Language (French or German), History, Literature, or Studio Art.		
	(If the student plans to pursue graduate work in art history, the alternate discipline should be a foreign language.)		<u>24 cr</u>
Total Credit Requirement in Art History			42 cr
2.0	Course Requirements in Related Fields: None		
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	0-3 cr	(may be fulfilled by major field req.)
	Literature	0-3 cr	(maybe fulfilled by major field req.)
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			15-21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement			34-40 cr
4.0	Electives		<u>38-44 cr</u>
Total Credit Requirement for Graduation			120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements	
	ART 160 History of Western Art I	3 cr
	ART 180 History of Western Art II	3 cr
	ART 366 History of 20th Century Art	3 cr
	ART 350 Contemporary Art	3 cr
	ART 478 Senior Thesis: Portfolio	3 cr
	ART 477 Capping Course	3 cr

CMPT 103 Technology for the 21st Century	<u>3 cr</u>	21 cr
1.1 Track		
ART 110 Basic Drawing	3 cr	
ART 101 Fundamentals of Art & Design	3 cr	
ART 201 3D Design	3 cr	
ART 231 Introduction to Digital Media	<u>3 cr</u>	12 cr
1.2 Concentration		
ART 235 Digital Animation I	3 cr	
ART 320 Digital Photography I	3 cr	
ART 211 Digital Layout & Design	3 cr	
ART 323 Designing for the Web	3 cr	
Three additional courses selected from the following:	<u>9 cr</u>	
ART 321 Digital Painting		
ART 322 Multimedia Authoring		
ART 359 Sound Design		
ART 435 Digital Animation II		
ART 425 Digital Photography II		
ART 431 3D Modeling and Visualization		
ART 432 3D Animation		
	<u>21 cr</u>	
Total Credit Requirement in Digital Media		54 cr
2.0 Course Requirements in Related Fields		
Students must take an additional fifteen credits in art electives, related field* electives (i.e., multimedia-related courses in Communication or Information Technology), and/or in a Professional Internship* or any combination of the three.		
		<u>15 cr</u>
Total Credit Requirement for a Major in Digital Media		69 cr
*Internships and related field requirements must be approved by the department.		
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by major field req.)
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	3 cr	
		21 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement		40 cr
4.0 Electives		<u>11 cr</u>
Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN STUDIO ART

Concentration in Studio Art

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements		
	ART 160 History of Western Art I	3 cr	
	ART 180 History of Western Art II	3 cr	
	Two 200-level or above Art History courses	6 cr	
	ART 477 Capping: Art and Art Criticism	3 cr	
	ART 478 Senior Thesis	<u>3 cr</u>	18 cr
1.1	Art Studio Foundation		
	ART 101 Fundamentals of Art and Design I	3 cr	
	ART 110 Basic Drawing	3 cr	
	ART 201 3D Design	3 cr	
	ART 231 Intro to Digital Media	<u>3 cr</u>	12 cr
1.2	Major Concentration		
	ART 111 Basic Painting	3 cr	
	ART 105 Basic Sculpture	3 cr	
	ART 203 Draw II: Media and Techniques	3 cr	
	ART 207 Basic Printmaking	3 cr	
	ART 145 Basic Photography	3 cr	
	Five studio art courses at the 200 level or above	<u>15 cr</u>	30 cr
1.3	Art Electives, Related Fields, and/or Professional Internship		9 cr
	Students must take an additional nine credits in the art studio area, related field electives (for example, Digital Media courses, Art History classes, classes in Communication, etc.) and/or a Professional Internship, or any combination thereof.		
	• Internships and related field requirements must be approved by the department.		
Total Credit Requirement for Concentration in Studio Art			69 cr
3.0	Core/Liberal Studies Requirement		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	0 cr	(fulfilled by major field req.)
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	21 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement			40 cr
4.0	Electives		<u>11 cr</u>
Total Credit Requirement for Graduation			120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN STUDIO ART

FRESHMAN YEAR

FALL

ART 101 Fund of Art & Design	3 cr
ART 160 History of Western Art I	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Liberal Arts Elective	<u>3 cr</u>
	16 cr

SPRING

ART 110 Basic Drawing	3 cr
ART 180 History of Western Art II	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
Liberal Arts Elective	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

Art Studio Concentration 1	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Art Studio Concentration 2	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Art Studio Elective 1	3 cr
Art History (200 Level or above)	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Art Studio Concentration 3	3 cr
Art Studio Elective 2	3 cr
Art History (200 level or above)	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

Art Studio Elective 3	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 477 Capping	3 cr
Art Studio Elective 4	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	2 cr
Core/LS	<u>3 cr</u>
	14 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ART HISTORY

FRESHMAN YEAR

FALL

ART 101 Fund of Art & Design	3 cr
ART 160 History of Western Art I	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Liberal Arts Elective	<u>3 cr</u>
	16 cr

SPRING

ART 110 Basic Drawing	3 cr
ART 180 History of Western Art II	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
Liberal Arts Elective	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

Art History Elective 1	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Art History Elective 2	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Art History Elective 3	3 cr
Alternate Field Discipline 1	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Art History Elective 4	3 cr
Alternate Field Discipline 2	3 cr
Liberal Arts Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

Art History Elective 5	3 cr
Alternate Field Discipline 3	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 477 Capping	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	3 cr
Liberal Arts Elective	2 cr
Core/LS	<u>3 cr</u>
	14 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN DIGITAL MEDIA

FRESHMAN YEAR

FALL

ART 101 Fund of Art & Design	3 cr
ART 231 Intro to Digital Media	3 cr
ART 160 History of Western Art I	3 cr
ENG 120 Writing for College	3 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

ART 235 Digital Animation	3 cr
ART 211 Digital Layout & Design	3 cr
ART 201 3D Design	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

ART 366 History of 20th Century Art	3 cr
Major Concentration Course 1	3 cr
Studio Art/Rel Field Elective 2	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

Major Concentration Course 4	3 cr
ART 478 Senior Thesis	3 cr
Studio Art/Rel Field Elective 4	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 110 Basic Drawing	3 cr
ART 180 History of Western Art II	3 cr
ART 320 Digital Photography	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 323 Designing for the Web	3 cr
Major Concentration Course 1	3 cr
Studio Art/Rel Field Elective 1	3 cr
General Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 350 Contemporary Art	3 cr
Studio Art/Rel Field Elective 3	3 cr
Major Concentration Course 3	3 cr
General Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 477 Capping	3 cr
Studio Art/Rel Field Elective 5	3 cr
General Elective	3 cr
General Elective	2 cr
Core/LS	<u>3 cr</u>
	14 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN STUDIO ART

FRESHMAN YEAR

FALL

ART 101 Fund of Art & Design	3 cr
ART 110 Basic Drawing	3 cr
ART 160 History of Western Art I	3 cr
ENG 120 Writing for College	3 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

ART 203 Drawing II: Media and Techniques	3 cr
ART 105 Basic Sculpture	3 cr
Related Field Course 1	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Art Studio Elective 1	3 cr
Related Field Course 3	3 cr
Art History (200 Level or above)	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

Art Studio Elective 4	3 cr
ART 478 Senior Thesis	3 cr
General Elective	3 cr
General Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 231 Intro to Digital Media	3 cr
ART 180 History of Western Art II	3 cr
ART 201 3D Design	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ART 111 Basic Painting	3 cr
ART 207 Basic Printmaking	3 cr
Related Field Course 2	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Art Studio Elective 2	3 cr
Art Studio Elective 3	3 cr
Art History (200 Level or above)	3 cr
ART 207 Basic Printmaking	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Art Studio Elective 5	3 cr
ART 477 Capping	3 cr
General Elective	3 cr
General Elective	2 cr
Core/LS	<u>3 cr</u>
	14 cr

REQUIREMENTS FOR A MINOR IN STUDIO ART

Foundation Courses:	6 cr
ART 101 Fundamentals of Art and Design I	
ART 110 Basic Drawing	
Four additional Studio Art courses	<u>12 cr</u>

Total Credit Requirement for a Minor in Studio Art 18 cr

REQUIREMENTS FOR A MINOR IN ART HISTORY

Introductory courses:	6 cr
ART 160 History of Western Art I	
ART 180 History of Western Art II	
Four additional Art History courses at the 200 level or above	<u>12 cr</u>

Total Credit Requirement for a Minor in Art History 18 cr

REQUIREMENTS FOR A MINOR IN PHOTOGRAPHY

Foundation Courses:	9 cr
ART 101 Fundamentals of Art and Design I OR	
ART 110 Basic Drawing	
ART 145 Basic Photography	
ART 231 Introduction to Digital Media	
Required Course:	3 cr
ART 220 History of Photography	
Two [2] of the following courses:	<u>6 cr</u>
ART 240 Intermediate Photography	
ART 314 Advanced Photography	
ART 320 Digital Photography I	
ART 425 Digital Photography II	
ART 313 View Camera Photography	

Total Credit Requirement for a Minor in Photography 18 cr

REQUIREMENTS FOR A MINOR IN GRAPHIC DESIGN

Course Requirements (recommended sequence):	15 cr
ART 101 Fundamentals of Art and Design I	
ART 231 Introduction to Digital Media	
ART 211 Digital Layout and Design	
ART 215 Typography and Design	
ART 315 Publication Design	
Choose one [1] of the following courses:	<u>3 cr</u>
ART 320 Digital Photography I	
ART 322 Multimedia Authoring	
ART 323 Design for the Web	
ART 320 Digital Illustration	

Total Credit Requirement for a Minor in Graphic Design 18 cr

ATHLETIC TRAINING

MICHAEL E. POWERS, Ph.D., ATC, *Program Director*
KEVIN J. HENRY, MSEd, ATC, *Department Chairperson*

MISSION:

The mission of the Athletic Training Education Program is to provide students, within a liberal-arts framework, with the strong scientific foundation and extensive practical experience they need to become certified Athletic Trainers (ATC). Athletic Training is an area of health care concerned with prevention, recognition, care, and rehabilitation of sports-related and similar injuries. Athletic Trainers work as part of a comprehensive sports-medicine team that includes physicians, physical therapists, and other health-care professionals. Upon completion of the B.S. degree in Athletic Training at Marist, graduates will be eligible to sit for the certification

examination administered by the Board of Certification, Inc. (BOC). Those passing this exam will be certified as Athletic Trainers by the BOC. The baccalaureate program qualifies students for entry-level positions in high schools, colleges, and universities; professional sports organizations; hospitals and medical clinics; and corporate and industrial settings. Students also may go on for further study in graduate and professional schools. Marist's Athletic Training Education Program (ATEP) is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and is registered with the New York State Education Department as a licensure-qualifying degree program.

The ATEP begins with a pre-professional phase which consists of introductory athletic training, biology, and chemistry courses in preparation for full acceptance into the ATEP. Students are also required to complete 60 hours of observation during this phase and submit an application for acceptance into the professional phase of the program. The deadline for application to the ATEP is November 1st for transfer students and March 1st for freshman and transfer students during the first full year at Marist. Admission to the program is competitive and based upon academic performance, references, and an essay, as well as successful completion of the first year's coursework and observation-hour requirement. An interview may be requested. Transfer admission requirements are available by contacting the Program Director of Athletic Training or the Director of Transfer Admission at Marist College. Applications to the ATEP are available in the Department of Athletic Training. Enrollment in the ATEP is limited to allow an effective student-to-clinical-instructor ratio. Upon full acceptance into the ATEP students must have a physical examination, current CPR/AED certification, training in blood-borne pathogens, complete a technical standards document, and adhere to the Retention Policy. Information on each of these requirements is available in the Department of Athletic Training and can be found in the Athletic Training Student Policy and Procedures Manual. Students are required to purchase clothing and a watch to meet dress code requirements for the ATEP. Any expenses related to traveling to and from clinical sites are the responsibility of the student. Fingerprinting and a criminal background check will also be required and all associated costs will be the responsibility of the student. Refer to the Athletic Training Student Policy and Procedure Manual for specific costs. The most current information on the Athletic Training Education Program is located on the Department of Athletic Training web page: www.marist.edu/science/athtraining/.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ATHLETIC TRAINING

1.0	Course Requirements in Athletic Training		
	ATHT 104 Introduction to Athletic Training	3 cr	
	ATHT 205 Basic Concepts in Athletic Training + Lab	3 cr	
	ATHT 304 Therapeutic Modalities + Lab	3 cr	
	ATHT 305 Therapeutic Interventions	3 cr	
	ATHT 306 Therapeutic Exercise + Lab	3 cr	
	ATHT 307 Principles of Strength Training and Conditioning	3 cr	
	ATHT 310 Lower Body/Extremity Assess. of Musculoskeletal Injuries + Lab	3 cr	
	ATHT 311 Upper Body/Extremity Assess. of Musculoskeletal Injuries + Lab	3 cr	
	ATHT 330 Advanced Concepts in Athletic Training	3 cr	
	ATHT 400 Athletic Training Administration	3 cr	
	ATHT 395, 396, 397, 398, 497, 498 Clinical Practicum I-VI	6 cr	
	ATHT 477 Professional and Ethical Issues in Athletic Training	<u>3 cr</u>	
			39 cr
2.0	Course Requirements in Related Fields		
	BIOL 130 General Biology I	4 cr	
	BIOL 131 General Biology II	4 cr	
	BIOL 201 Human Anatomy & Physiology I	4 cr	
	BIOL 202 Human Anatomy & Physiology II	4 cr	
	CHEM 131 General Chemistry I & Lab	4 cr	
	CHEM 132 General Chemistry II & Lab	4 cr	
	CMPT 103 Technology for the 21st Century	3 cr	
	HLTH 201/BIOL 203 Human Nutrition	3 cr	
	HLTH 202 First Aid and CPR	3 cr	
	HLTH 211/PSYC 211 Sport and Exercise Psychology	3 cr	
	HLTH 300 Kinesiology	3 cr	
	HLTH 301 Exercise Physiology	3 cr	
	MATH 130 Intro to Statistics I	3 cr	
	PSYC 101 Intro to Psychology	<u>3 cr</u>	
	Credit Requirement in Related Fields		48 cr
	Total Credit Requirement for a Major in Athletic Training		87 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
	15 cr	

Pathway* 12 cr
 Courses addressing an interdisciplinary topic.

Total Core/Liberal Studies Requirement 34 cr

4.0 Electives 0 cr

Total Credit Requirement for Graduation 121 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RETENTION POLICY

Athletic Training Major

1. Maintain a minimum GPA of 2.5 (overall).
2. Maintain a minimum GPA of 2.75 for all required coursework in the Athletic Training Major. This includes all coursework with ATHT, BIOL, CHEM, HLTH, CMPT, PSYC and MATH prefixes or equivalent.
3. Obtain a grade of C or better in all required courses for the Athletic Training Major.
4. Complete a minimum of 150 hours of clinical experience as a requirement for each Clinical Practicum course (ATHT 395, 396, 397, 398, 497, 498).
5. Must adhere to the National Athletic Trainers' Association Code of Ethics and the BOC Standards of Professional Practice.

Noncompliance with any or all of the above will lead to a one-year probationary period in the Athletic Training Education Program. If deficiencies are not corrected during this time or if any deficiencies arise, suspension from the Athletic Training Education Program will occur.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN ATHLETIC TRAINING

FRESHMAN YEAR

FALL

BIOL 130 General Biology I	4 cr
CHEM 131 General Chemistry I & Lab	4 cr
FYS 101 First Year Seminar	4 cr
ATHT 104 Intro to Athletic Training	3 cr
	<u>15 cr</u>

SPRING

BIOL 131 General Biology II	4 cr
CHEM 132 General Chemistry II & Lab	4 cr
ENG 117 Writing for College	3 cr
HLTH 202 First Aid & CPR	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	17 cr

SOPHOMORE YEAR

FALL

ATHT 205 Basic Concepts in AT	3 cr
ATHT 395 Clinical Practicum I	1 cr
BIOL 201 Hum Anatomy & Physiology I	4 cr
CMPT 103 Technology for 21st Century	3 cr
Core/LS History	3 cr
	<u>14 cr</u>

SPRING

ATHT 304 Thera Mod in Athletic Training	3 cr
ATHT 396 Clinical Practicum II	1 cr
BIOL 202 Hum Anatomy & Physiology II	4 cr
Core/LS Pathway #1	3 cr
HLTH 300 Kinesiology	3 cr
MATH 130 Statistics I	<u>3 cr</u>
	17 cr

JUNIOR YEAR

FALL

ATHT 306 Thera Exer-Athlet Training	3 cr
ATHT 310 Lower Body Assessment	3 cr
ATHT 397 Clinical Practicum III	1 cr
HLTH 301 Exercise Physiology	3 cr
PSYC 101 Intro to Psychology	3 cr
Core/LS Literature	<u>3 cr</u>
	16 cr

SPRING

ATHT 305 Therapeutic Interventions	3 cr
ATHT 307 Princ of Strength & Cond	3 cr
ATHT 311 Upper Body Assessment	3 cr
ATHT 398 Clinical Practicum IV	1 cr
HLTH 201 Human Nutrition	3 cr
Core/LS Pathway #	<u>3 cr</u>
	16 cr

SENIOR YEAR**FALL**

ATHT 330 Adv Concepts in AT	3 cr
ATHT 497 Clinical Practicum V	1 cr
HLTH 211 Sport & Exercise Psychology	3 cr
Core/LS Ethics/Religious Studies	3 cr
Core/LS Pathway #3	<u>3 cr</u>
	13 cr

SPRING

ATHT 400 AT Admin & Strategies	3 cr
ATHT 498 Clinical Practicum VI	1 cr
ATHT 477 Prof and Ethical Issues In Ath Training	3 cr
Core/LS Pathway #4	3 cr
Core/LS Fine Arts	<u>3 cr</u>
	13 cr

BIOLOGY

The Department of Biology offers majors in Biology, Biology Education, and Biomedical Sciences and a minor in Biology.

VICTORIA INGALIS, Ph.D., *Chairperson*

MISSION:

The mission of the Department of Biology is to provide an outstanding and supportive educational environment in which students and faculty flourish as they seek to better understand the biological sciences and their practical applications.

VISION

The Department of Biology is committed to excellence in teaching, advising, undergraduate research, and service. We will provide challenging and innovative curricula that promote experiential learning opportunities such as internships, student-faculty collaborative research, and access to advanced technology. Our programs will prepare students for lifelong learning and for a diverse array of advanced studies and careers in the life sciences, including the health professions and teaching, making them competitive for positions in top graduate and professional schools, secondary schools, and industry. We will contribute to the holistic education of all Marist students by fostering scientific literacy and critical-thinking skills that enhance their scientifically informed decisions. Faculty are committed to continual development as teacher-scholars, and to being active in research involving Marist students, with the goal of disseminating their findings to the scientific community. We will enhance student learning by improving and expanding our facilities and instrumentation. We will strengthen our integration with other School of Science programs, establish pedagogical and scholarly collaborations with colleagues within and outside of the College, and engage in service to the College and the greater community.

REQUIREMENTS FOR A MAJOR IN BIOLOGY

1.0 Course Requirements in Biology

BIOL 130 General Biology I	4 cr
BIOL 131 General Biology II	4 cr
BIOL 211 Plant Biology	4 cr
BIOL 320 Genetics	4 cr
BIOL 477 Biology Capping	<u>3 cr</u>

Credit Requirement in Biology 19 cr

Biology Elective Courses:

Select from 300-400 level courses in BIOL (at least two of which must have a lab) and not including internships, research, BIOL 320, 390, 391, and/or 392.
Taking both BIOL 201 and BIOL 202 (Human Anatomy and Physiology I and II) may substitute for one 300-400 level 4-credit BIOL course, but then BIOL 340 and/or BIOL 440 may not be taken for Biology or Related Fields Elective credit.

Students who take BIOL 340 and/or BIOL 440 may not take BIOL 201 and/or BIOL 202 for Biology or Related Fields Elective credit.

14 cr

Students matriculated at Marist and majoring in Biology are expected to take all BIOL courses at Marist. Exceptions will be considered under special circumstances, as when students get abroad offerings pre-approved. Transfer students must complete a minimum of 12 credits in 300-400 level BIOL classes at Marist (not including internships or research).

2.0 Course Requirements in Related Fields

CHEM 131-132 General Chemistry I-II	8 cr
CHEM 211-212 and 215-216 Organic Chemistry I-II and Lab I-II OR CHEM 201-202 Intro. Organic Chemistry and Lab	4-8 cr
MATH 130 Introduction to Statistics I	3 cr
MATH 241 Calculus I	4 cr
CMPT 103 Technology for the 21st Century OR EDUC 150 Learning through Technology	3 cr

Credit Requirements in Related Fields 22-26 cr

Related Fields Electives: At least one course must have a lab.

Choose from:

- Internships or Research (BIOL 480-483 or BIOL 494-498) up to 4-credit maximum
(note: internship credits, research credits, MATH 242 and/or MATH 343 do not count as the course w/lab)
- Any non-required BIOL course that has BIOL 130 & 131 as a prerequisite
- HLTH 202 First Aid/CPR
- Any HLTH course that has BIOL 130 & 131 as a prerequisite
- Any MEDT course
- PHYS 211-212-221-213-214-222 General Physics I-III and Lab I-III
- PHYS 201-202-213-214 College Physics I-II and Physics Lab I-II
- CHEM 355 Analytical Chemistry
- CHEM 420 Biochemistry I
- CHEM 421 Biochemistry II
- CHEM 423 Biochemistry I Lab
- CHEM 424 Biochemistry II Lab
- ENSC 101 Intro to Environmental Issues
- ENSC 210 Intro to Geology
- ENSC 212 Intro to Geology Lab
- ENSC 230 Intro to Geographic Information Systems
- ENSC 310 Environmental Chemistry
- ENSC 309 Environmental Chemistry Lab
- ENSC 315 Natural History of the Hudson Valley
- ENSC 327 Freshwater Ecology
- ENSC 330 Advanced Geographic Information Systems
- ENSC 380 Principles of Environmental Assessment
- ENSC 404 Toxicology
- ANTH 101 Intro to Physical Anthropology
- MATH 131 Intro to Statistics II
- MATH 242 Calculus II
- MATH 343 Calculus III

Credit Requirements in Related Field Electives 8 cr

* Structured Programs in Medical Technology

Biology majors can opt to complete one or more structured programs in Medical Technology by fulfilling specific requirements for each discipline chosen (i.e., Chemistry, Hematology, Immunology/Immunohematology, or Microbiology). Clinical I coursework precedes Clinical II coursework, which includes an internship plus an advanced lecture series on campus. Structured program completion enables students to take national certification examinations specific to the Medical Technology discipline and offers job security upon graduation. For additional information please see the Chair of Medical Technology.

Total Credit Requirement for a Major in Biology 63-68 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

- FYS 101 First Year Seminar 4 cr
 - ENG 120 Writing for College 3 cr
- 7 cr

3.2 DISTRIBUTION

Breadth

- PHIL 101 Philosophical Perspectives 3 cr
 - Ethics or Applied Ethics (Bioethics Is recommended) 3 cr
 - Fine Arts 3 cr
 - History 3 cr
 - Literature 3 cr
 - Mathematics 0 cr (fulfilled by major field req.)
 - Natural Science 0 cr (fulfilled by major field req.)
 - Social Science 3 cr
- 18 cr

Pathway*

- Courses addressing an interdisciplinary topic. 12 cr

Total Core/Liberal Studies Requirement 37 cr

4.0 Electives 15-20 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY

FRESHMAN YEAR

FALL

BIOL 130 General Biology I	4 cr
CHEM 131 General Chemistry I	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
CMPT 103 Technology for 21st Century	<u>3 cr</u>
	17 cr

SPRING

BIOL 131 General Biology II	4 cr
CHEM 132 General Chemistry II	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	4 cr
	<u>16 cr</u>

SOPHOMORE YEAR

FALL

BIOL 211 Plant Biology	4 cr
CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry I Lab	1 cr
MATH 130 Intro to Statistics	3 cr
Core/LS Fine Arts	<u>3 cr</u>
	14 cr

SPRING

BIOL 320 Genetics or Biology Elective	4 cr
Core/LS History	3 cr
CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry II Lab	1 cr
Core/LS Pathway Course #1	<u>3 cr</u>
	14 cr

JUNIOR YEAR

FALL

BIOL 320 Genetics or Biology Elective	4 cr
Related Field Elective (e.g., College Physics I & Lab I)	4 cr
Core/LS Social Science	3 cr
Core/LS Literature	<u>3 cr</u>
	14 cr

SPRING

BIOL 320 Genetics or Biology Elective	4 cr
Related Field Elective (e.g., College Physics II & Lab II)	4 cr
Core/LS Pathway Course #2	3 cr
Core/LS Ethics (Bioethics Recommended)	<u>3 cr</u>
	14 cr

SENIOR YEAR

FALL

Biology Elective	4 cr
BIOL 477 Biology Capping	3 cr
Core/LS Pathway Course #3	3 cr
General Elective	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SPRING

Biology Elective	3 cr
Core/LS Pathway Course #4	3 cr
General Elective	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

REQUIREMENTS FOR A MINOR IN BIOLOGY

Required Courses:

BIOL 130 General Biology I	4 cr
BIOL 131 General Biology II	4 cr
CHEM 131 General Chemistry I	4 cr
CHEM 132 General Chemistry II	<u>4 cr</u>

16 cr

Elective Biology Courses

Three courses selected from the following with at least one 300-400 level course that must have a lab:

BIOL 201 Human Anatomy and Physiology I	4 cr
BIOL 202 Human Anatomy and Physiology II	4 cr
BIOL 203 Human Nutrition	3 cr
BIOL 211 Plant Biology	4 cr
BIOL 305 Animal Behavior	3 cr
BIOL 312 Microbiology	4 cr
BIOL 315 Immunology	3 cr
BIOL 320 Genetics	4 cr
BIOL 321 Evolution	3 cr
BIOL 325 Histology	4 cr
BIOL 340 Comparative Anatomy	4 cr
BIOL 360 Ecology: Principles & Practice	3 cr
BIOL 390 Special Topics in Biology I	1 cr
BIOL 391 Special Topics in Biology II	2 cr

BIOL 392 Special Topics in Biology III	3 cr
BIOL 420 Invertebrate Zoology	4 cr
BIOL 421 Parasitology	4 cr
BIOL 430 Developmental Biology	4 cr
BIOL 435 Plant Physiology	4 cr
BIOL 440 Vertebrate Physiology	4 cr
BIOL 450 Biotechnology	4 cr
BIOL 493 Molecular Biology	<u>4 cr</u>
	<u>10 cr</u>

Total Credit Requirement for a Minor in Biology

26 cr

BIOLOGY EDUCATION

In partnership with the Department of Teacher Education in the School of Social & Behavioral Sciences, the Department of Biology has established a curriculum that leads to provisional New York State certification in Adolescence Education with a specialization in Biology. This curriculum, approved by the New York State Education Department, includes courses in biology and the other natural sciences, as well as courses designed to prepare students for a secondary school teaching career. A supervised student teaching experience, arranged by Marist faculty, is included.

Requirements for New York State Teacher Certification in Adolescence Education: Biology (Grades 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: Biology (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 102 of this catalog.

Program Requirements

Admission into EDUC 422 and EDUC 464 (Student Teaching) is based on the following:

- A BIOL (major field) grade-point average of 2.7 or higher with no grade below a C (average calculated based only on BIOL courses that can be applied to the BIOL major). NOTE: transfer students must take 12 credits in upper-level BIOL classes at Marist
- An overall science GPA of 2.5 or higher with no grade below a C (BIOL major field and related field requirements – this includes the required CHEM and MATH courses along with the BIOL courses required for the major)
- A minimum overall GPA of 2.7
- Grades of C+ or higher in all required courses for the education certificate (see Education Requirements)

Prior to admission to EDUC 422, the student must successfully complete at least 10 credits in upper-level BIOL courses (transfer students must successfully complete at least 8 credits in upper-level BIOL courses at Marist).

Prior to admission to EDUC 464, the student must successfully complete all BIOL courses required by the major (transfer students must successfully complete at least 12 credits in upper-level BIOL courses at Marist).

Students interested in the Biology Education degree should contact Dr. Victoria Ingalls (845-575-3000 ext. 2541, or Victoria.Ingalls@Marist.edu).

REQUIREMENTS FOR A MAJOR IN BIOLOGY EDUCATION

1.0 Course Requirements in Biology	
BIOL 130-131 General Biology I-II	8 cr
BIOL 211 Plant Biology	4 cr
BIOL 320 Genetics	4 cr
BIOL 321 Evolution	3 cr
BIOL 477 Biology Capping	3 cr

Biology Electives

At least 10 credits selected from 300-400 level courses in BIOL (at least one of which must be a 4-credit course with a lab) and not including BIOL 390, 391 and/or 392. BIOL 360 (Ecology) is strongly recommended. Taking both BIOL 201 and BIOL 202 (Human Anatomy & Physiology I – II) may substitute for one 300-400 level 4-credit BIOL course, but then BIOL 340 and/or BIOL 440 may not be taken. Students who take BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202.

Students matriculated at Marist and majoring in Biology Education are expected to take all BIOL courses at Marist. Exceptions will be considered under special circumstances, as when students get abroad offerings pre-approved. Transfer students must complete a minimum of 12 credits in 300-400 level BIOL classes at Marist (not including internships or research).

Credit Requirement in Biology

32 cr

Course Requirements in Biology Related Fields

CHEM 131-132 General Chemistry I-II	8 cr
-------------------------------------	------

CHEM 201-202 Intro to Organic Chemistry & Lab	4 cr	
MATH 130 Introduction to Statistics	3 cr	
MATH 241 Calculus I	4 cr	
Credit Requirement in Related Fields		19 cr
2.0 Core/Liberal Studies Requirements		
2.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
2.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics or Applied Ethics (Bioethics is recommended)	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by Education req.)
		15 cr
Pathway*		<u>6 cr*</u>
4 courses addressing an interdisciplinary topic.		

* In order to ensure timely progress toward the degree, students in this major must choose at least 2 Breadth courses that simultaneously fulfill a Pathway OR choose a Pathway that overlaps with 2 courses required by the major (including related-field requirements).

Total Core/Liberal Studies Requirement		28 cr
3.0 Education Classes		
PSYC 101 Intro to Psychology	3 cr	(credits fulfill the Core/LS social science req.)
PSYC 207 Exceptional Child	3 cr	(credits fulfill the Core/LS social science req.)
PSYC 318 Psychology of the Adolescent	3 cr	
EDUC 101 Foundation of Education	3 cr	
EDUC 150 Learning Through Technology	3 cr	
EDUC 354 Teaching of Language Arts	3 cr	
EDUC 355 Teaching Language Arts/Content Areas	3 cr	
EDUC 410 Participation/Observation	1 cr	
EDUC 422 Methods of Teaching Science	3 cr	
EDUC 464 Student Teaching	12 cr	
Foreign Language**	<u>3-6 cr</u>	

Free Electives 0-1 cr 40-43 cr

Total Credit Requirement for Graduation 120-122 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

**** Language Requirement**

One year of foreign language or one course at the intermediate level.

Conditions for Continuance in the Biology Education Major

Students must satisfy the requirements outlined above. If at the end of a semester the student does not have the designated minimum grades and GPA in any of the above areas (BIOL, the major field, classes for the Education Certificate, and/or overall GPA), the student will be called to an advisory meeting with selected members of the Biology and Education Faculty. At this meeting, the actions necessary to remain in the major will be outlined. If at the end of two consecutive semesters the student has failed to maintain the designated minimum grades and GPA in any of the above areas (BIOL, the major field, classes for the Education Certificate, and/or overall GPA), the student will be called to a second advisory meeting with selected members of the Biology and Education Faculty during which the student's educational options will be presented and discussed. Note that any student who does not demonstrate the fundamental knowledge, skills and dispositions necessary to assume the responsibilities of a classroom teacher may be removed from the education program by the Department of Education.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY – EDUCATION

FRESHMAN YEAR

FALL

BIOL 130 Gen Biology I	4 cr
CHEM 131 Gen Chemistry I	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
PSYC 101 Introduction to Psychology	<u>3 cr</u>
	14 cr

SPRING

BIOL 131 Gen Biology II	4 cr
CHEM 132 Gen Chemistry II	4 cr
FYS 101 First Year Seminar	4 cr
EDUC 101 Foundation of Education	3 cr
	<u>15 cr</u>

SOPHOMORE YEAR

FALL

BIOL 211 Plant Biology	4 cr
MATH 241 Calculus	4 cr
PSYC 207 The Exceptional Child	3 cr
EDUC 150 Learning Through Technology	3 cr
Core/LS Pathway Course #1	<u>3 cr</u>
	17 cr

SPRING

BIOL 320 Genetics	4 cr
MATH 130 Intro to Statistics	3 cr
PSYC 318 Psychology of Adolescent	3 cr
Core/LS Literature	3 cr
Core/LS History	<u>3 cr</u>
	16 cr

JUNIOR YEAR

FALL

BIOL 321 Evolution	3 cr
CHEM 201 Intro to Organic Chem	3 cr
CHEM 202 Intro to Organic Chem Lab	1 cr
EDUC 354 Teach Language Arts	3 cr
Elementary Language I*	3 cr
Biology Elective	<u>3 cr</u>
	16 cr

SPRING

Biology Elective	3 cr
Core/LS Pathway Course #2	3 cr
Core/LS Ethics/Applied Ethics (Bioethics Recommended)	3 cr
Elementary Language II	3 cr
EDUC 355 Teach Language in Content	3 cr
	<u>15 cr</u>

SENIOR YEAR

FALL

BIOL 477 Biology Capping	3 cr
EDUC 422 Methods of Teaching Science	3 cr
EDUC 410 Part/Obs	1 cr
Biology Elective (BIOL 360 is highly recommended)	4 cr
Core/LS Pathway Course #3	3 cr
Core/LS Pathway Course #4	<u>3 cr</u>
	17 cr

SPRING

EDUC 464 Student Teaching	12 cr
Core/LS Fine Arts	3 cr
	<u>15 cr</u>

BIOMEDICAL SCIENCES

The Biomedical Sciences curriculum is an interdisciplinary science program that includes core courses in biology, chemistry, and physics. These courses provide a solid foundation in each of these basic sciences and serve as general prerequisites for admission to most health professional schools. Elective and Core/LS courses will satisfy additional admission prerequisites to master's and doctoral programs in the health sciences. These schools include, but are not limited to, medical, dental, veterinary, physical therapy, optometry, chiropractic, physician assistant, pharmacy, nursing, public health, and genetic counseling.

In addition to providing students with grounding in the basic and biomedical sciences, this curriculum allows students whose goals and interests are not in clinical practice to pursue other avenues of opportunity. For example, it also will prepare students for graduate study (i.e., research-based M.S. and Ph.D. degrees) in a wide range of fields in the life sciences, including cellular and developmental biology, molecular genetics and molecular biology, immunology, and other biomedical sciences. Also, many vocations are available to graduates who seek no additional formal education beyond the B.S. degree. These include careers in the pharmaceutical, biotechnology, and medical diagnostics industries; hospital and independent testing labs; academic biomedical research; and state/federal health or research labs.

Two features of the program – the Introduction to the Health Professions course and required internships in a clinical setting – provide focused information about and direct experience with the health-care system. While most internships will be served locally at Mid-Hudson Regional Hospital, Vassar Brothers Medical Center, or other health-care providers, in many cases students may be able to arrange internships in their hometowns. The inclusion of Business courses as Biomedical Sciences electives represents a distinct difference from any other program of this type, and provides students with the management background so strongly recommended by our Pre-Med/Pre-Health Advisory Board. Students can tailor their coursework and complete any remaining requirements via judicious choice of Biomedical Sciences and free electives, with the help of a faculty advisor.

However, for medical and most other health professional schools, students can choose any major – including Athletic Training, Biochemistry, Biology, Chemistry, Environmental Science, or Medical Technology – prior to professional school application. We note that Marist's Biomedical Sciences curriculum, as well as the Biology and Biochemistry curricula at Marist, includes all the prerequisite undergraduate courses for the great majority of professional schools.

REQUIREMENTS FOR A MAJOR IN BIOMEDICAL SCIENCES

1.0	Course Requirements in Biomedical Sciences	
	BIOL 130-131 General Biology I-II	8 cr
	BIOL 201-202 Human Anatomy & Physiology I-II OR	
	BIOL 340 and BIOL 440 Comparative Anatomy &	
	Vertebrate Physiology	8 cr ¹

BIOL 320 Genetics	4 cr
BIOL 477 Biology Capping	3 cr
HLTH 110 Introduction to the Health Professions	1 cr
BIOL 496 Biomedical Sciences Internship OR BIOL 480-483 Research	3 cr
CHEM 131-132 General Chemistry I-II	8 cr
CHEM 211-212 and 215-216 Organic Chemistry I-II with Lab I-II	8 cr
PHYS 211-212-213-214 General Physics I-II and Labs I-II OR PHYS 201-202-213-214 College Physics I-II and Labs I-II	8 cr

Biomedical Sciences Electives² 15 cr

Credit Requirement in Biomedical Sciences 66 cr

- Students who take BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440 for Biomedical Sciences or Related Fields Elective credits, and students who take BIOL 340 and/or BIOL 440 may not take BIOL 201 and/or BIOL 202 for Biomedical Sciences credits or Related Fields Elective credits.
- These elective credits must include two 4-credit BIOL courses drawn from the 300-400 level, both of which must have a laboratory component, not including internships or research. The remaining 7 credits must be chosen from ACCT, ATHT, BUS, ENSC, MEDT, BIOL 211, 300-400-level BIOL courses, CHEM courses for which CHEM 131-132 are prerequisites, HLTH 202, HLTH courses for which BIOL 130-131 are prerequisites, PSYC 301-305 and MATH courses numbered above 130. Only 4 of these 7 credits may be Biology Research credits (BIOL 480-483). Required Biomedical Sciences courses cannot serve as Biomedical Sciences Electives. The specific combination of courses may contribute to a minor (such as in Business, which is strongly recommended by Marist's Pre-Med/Pre-Health Professions Advisory Board), include categorical certification in one of the Medical Technology specialty areas, or serve to meet other educational needs of the student.

Students matriculated at Marist and majoring in Biomedical Sciences are expected to take all BIOL courses at Marist. Exceptions will be considered under special circumstances, as when students get abroad offerings pre-approved. Transfer students must complete a minimum of 12 credits in 300-400 level BIOL classes at Marist (not including internships or research).

2.0 Course Requirements in Related Fields	
Mathematics and Computer Science	
CMPT 103 Technology for the 21st Century	3 cr
MATH 130 Introduction to Statistics I	3 cr
MATH 241 Calculus I	<u>4 cr</u>

Credit Requirements in Related Fields 10 cr

Total Credit Requirement for a Major in Biomedical Sciences 76 cr

3.0 Core/Liberal Studies Requirements	
3.1 FOUNDATION	
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	7 cr
3.2 DISTRIBUTION	
Breadth	
PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	0 cr (fulfilled by major field req.)
Social Science	<u>3 cr</u>
	18 cr

Pathway* 12 cr
Courses addressing an interdisciplinary topic.

Total Core/Liberal Studies Requirement 37 cr

4.0 Electives 7 cr

While these are meant to be completely "free" electives, they could be combined with other courses above to constitute a minor or other individualized plan of study.

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BIOLOGY – BIOMEDICAL SCIENCES

FRESHMAN YEAR

FALL

BIOL 130 Gen Biology I	4 cr
CHEM 131 Gen Chemistry I	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
CMPT 103 Technology for 21st Century	<u>3 cr</u>
	14 cr

SOPHOMORE YEAR

FALL

CHEM 211 Organic Chem I	3 cr
CHEM 215 Organic Chem I Lab	1 cr
PHYS 201-213 College Physics I & Lab	4 cr
MATH 130 Statistics I	3 cr
Core/LS Fine Arts	3 cr
	<u>14 cr</u>

JUNIOR YEAR

FALL

BIOL 201 Human Anatomy & Physiology I OR BIOL 440 Vertebrate Physiology	4 cr
Core/LS Literature	3 cr
Core/LS Pathway Course #2	3 cr
BIOL 320 Genetics OR 300-400 level BIOL course w/ lab	4 cr
BIMS Internship	1 cr
	<u>15 cr</u>

SENIOR YEAR

FALL

300-400 level BIOL course w/Lab	4 cr
BIOL 477 Biology Capping	3 cr
Biomedical Sciences Elective	3 cr
Core/LS Pathway Course #3	3 cr
	<u>13 cr</u>

SPRING

BIOL 131 Gen Biology II	4 cr
CHEM 132 Gen Chemistry II	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	4 cr
HLTH 110 Intro to Health Professions	<u>1 cr</u>
	17 cr

SPRING

CHEM 212 Organic Chem II	3 cr
CHEM 216 Organic Chem II Lab	1 cr
PHYS 202-214 College Physics II & Lab	4 cr
Core/LS History	3 cr
Core/LS Pathway Course #1	3 cr
BIMS Internship	<u>1 cr</u>
	15 cr

SPRING

BIOL 201 Human Anatomy & Physiology II OR BIOL 340 Comparative Anatomy	4 cr
BIOL 320 Genetics OR 300-400 BIOL course w/lab	4 cr
Core/LS Social Science	3 cr
Core/LS Ethics/Applied/Ethics/Religious Studies (Bioethics Recommended)	3 cr
BIMS Internship	<u>1 cr</u>
	15 cr

SPRING

Biomedical Sciences Electives	4 cr
Core/LS Pathway Course #4	3 cr
General Elective	3 cr
General Elective	3 cr
General Elective	<u>1 cr</u>
	14 cr

BUSINESS ADMINISTRATION

JASON LEE, Ph.D., *Chairperson, Department of Management*

PREMA NAKRA, Ph.D., *Chairperson, Department of Organization and the Environment*

JAMES MELITSKI, Ph.D., *Chairperson, Public and Nonprofit Administration*

MISSION:

The mission of the Marist College Business Administration program is to provide a high-quality, professional education in a supportive, interactive, and personalized environment. The Program is designed to provide our business graduates with the knowledge, skills, and values necessary to become effective, socially responsible leaders in today's competitive and rapidly changing global business environment.

The goals of the School of Management's undergraduate degree program in Business Administration are:

1. To provide a dynamic undergraduate business curriculum, based on a broad liberal arts education that includes an analytical business foundation, exposure to the breadth of the business discipline, and the depth of a primary area of emphasis.
2. To enhance excellence in business education by requiring students to use information and communications technology.
3. To provide coverage of ethical and global issues; exposure to the political, social, technological, legal, natural, and cultural environments of business; and coverage of diversity issues in business.
4. To provide a learning environment which incorporates basic written and oral communications skills in diverse areas of business.
5. To support quality teaching through appropriate faculty intellectual activities.
6. To instill in students an understanding of modern business theory and practice so that they are prepared for an entry-level job or for graduate school.
7. To instill in students the ability to think critically, work in a team, and communicate effectively both orally and in writing.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The Technical and Analytical Foundation (21-22 credits)

The following required (or recommended) courses provide the technical and analytical foundation required for the study of Business at the undergraduate level:

ACCT 203 Financial Accounting	3 cr
ACCT 204 Managerial Accounting	3 cr
ECON 103 Principles of Microeconomics	3 cr
ECON 104 Principles of Macroeconomics	3 cr
CMPT 300 Management Information Systems	3 cr
MATH 115 Calculus with Management Applications OR	
MATH 241 Calculus I	3-4 cr
MATH 130 Introductory Statistics I	3 cr

The Business Core (24 credits)

The field of business administration is a broad one. Today's educated business professional must possess a solid foundation in all the functional activities of organizations, as well as the behavioral, economic, legal, and social environments in which organizations operate. The following required business courses provide the necessary exposure to the breadth of the business discipline:

BUS 100 Introduction to Business and Management	3 cr
BUS 202 Global Business and Society	3 cr
BUS 301 Human Resource Management	3 cr
BUS 302 Organizational Behavior	3 cr
BUS 320 Financial Management	3 cr
BUS 340 Marketing Principles	3 cr
BUS 382 Legal Foundations of Business	3 cr
BUS 388 Operations Management	3 cr

The Area of Emphasis (12 credits)

The broad exposure to business provided by the Business Core is necessary, but not sufficient, for the Bachelor's degree in Business Administration. To develop the capability to contribute to an organization's competitiveness, the student must also acquire more advanced expertise in an area of emphasis. The School of Management encourages each business administration major to select an area of emphasis that

- reflects his or her interests and talents, and
- leads to fulfillment of both career aspirations and employers' expectations.

Students may only select one area of emphasis.

To fulfill employers' expectations for entry-level management positions, and thereby enhance first employment opportunities, students frequently select courses which emphasize one of the following areas:

- Finance (ECON 422, BUS 420, BUS 421, ACCT 330)
- International Business (BUS 430, BUS 442, ECON 442) and one class chosen from the following list:
 - ECON 432
 - FREN 251
 - FREN 440
 - POSC 252
 - POSC 255
 - POSC 350
 - POSC 236
- Marketing (BUS 440, BUS 441, BUS 442, BUS 450)
- Human Resources (BUS 401, BUS 402, BUS 410, BUS 413)
- Customized (by special arrangement with the student's advisor and department chair and approved by the dean.)

At the time of the declaration of Finance as the area of emphasis, the student must have already earned a grade of C or better in each of the following courses: ECON 103, ECON 104, ACCT 203, ACCT 204, MATH 115, MATH 130.

The area of emphasis is a key component of each student's Study Plan. This plan is developed in consultation with the student's faculty advisor. Any proposed changes in the courses comprising a student's approved area of emphasis must be authorized by the appropriate department chair.

Interdisciplinary Areas of Emphasis

To provide business majors with additional options, the School of Management makes available two interdisciplinary offerings, one in Computer Information Systems and one in Public Administration, which may be used as secondary areas of emphasis.

In cooperation with the Department of Computer Science and Information Systems (CSIS), a secondary area of emphasis in Computer Information Systems can be constructed with the following required courses (13 credits):

CSIS 152 Excel	1 cr
CMPT 120 Introduction to Programming	4 cr
CMPT 308 Database Management	4 cr
CMPT 460 Decision Support and Business Intelligence Systems	4 cr

In cooperation with the Political Science Department (POSC), a secondary area of emphasis in Public Administration can be constructed with the following required courses (15 credits):

ACCT 451 Government and Not-For-Profit Accounting	3 cr
ECON 421 Public Finance	3 cr
POSC 110 American National Government	3 cr
POSC 240 Introduction to Public Policy OR	
POSC 322 Policy Implementation	3 cr
POSC 304 Public Administration	3 cr

The Integrative Capping Course (3 credits)

In essence, professional managers apply their business knowledge through informed, action-oriented decision making that enhances the competitiveness of the enterprise. This integrative act must be studied and practiced. The required integrative capping course develops this capability and completes the process of qualifying the business major for the Bachelor's degree in Business Administration:

BUS 477 Management Strategy and Policy	3 cr
--	------

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Business Foundations		
	ACCT 203 Financial Accounting	3 cr	
	ACCT 204 Managerial Accounting	3 cr	
	ECON 103 Principles of Microeconomics	3 cr	
	ECON 104 Principles of Macroeconomics	3 cr	
	CMPT 300 Management Information Systems	3 cr	
	MATH 115 Calculus with Management Applications OR		
	MATH 241 Calculus I	3-4 cr	
	MATH 130 Introductory Statistics I	<u>3 cr</u>	
	Credit Requirements in Business Foundations		21-22 cr
2.0	Course Requirements in Business		
	Business Core	24 cr	
	Area of Emphasis	12 cr	
	Integrative Capping Course	<u>3 cr</u>	
	Credit Requirement in Business		<u>39 cr</u>
	Total Credit Requirement for a Major in Business Administration		60-61 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr
	Pathway*		
	Courses addressing an interdisciplinary topic.		<u>12 cr</u>
	Total Core/Liberal Studies Requirement		37 cr
4.0	Electives**		<u>22-23 cr</u>
	Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

** Business students are encouraged to use 3-9 credits of electives to pursue one or more internship experiences during their junior and/or senior year. These internship experiences can be arranged with corporations in the local area, New York City, near the student's hometown, or as part of an international experience through the Marist Abroad programs.

REQUIREMENTS FOR A MINOR IN BUSINESS

Required Courses:	18 cr
ACCT 203 Financial Accounting	
ACCT 204 Managerial Accounting	
ECON 103 Principles of Microeconomics	
ECON 104 Principles of Macroeconomics	
BUS 320 Financial Management (Prerequisite MATH 130 Statistics)	
BUS 301 Human Resource Management OR	
BUS 340 Marketing Principles	

Electives:	<u>6 cr</u>
Select two 300-400 level courses in Business, Accounting** or Economics***	
OR FASH 365 OR FASH 455	

Total Credit Requirement for a Minor in Business 24 cr

- * Subject to prerequisite requirements. Internship credits excluded.
- ** Accounting majors are required to take BUS 388 Operations Management **and** one additional 300-400 level course in Accounting **or** Economics.
- *** Economics majors are required to take two 300-400 level BUS or ACCT courses.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Note: Students who may want to study abroad, including but not limited to doing a business internship abroad, should not take their Core/LS distribution courses freshman and sophomore years. Instead, after Philosophical Perspectives, Writing for College and First Year Seminar, these students should take their major courses right away, saving Core/LS and/or elective courses for flexibility when they are abroad.

FRESHMAN YEAR

FALL		SPRING	
FYS 101 First Year Seminar OR	4 cr	FYS 101 First Year Seminar OR	4 cr
ENG 120 Writing for College	3 cr	ENG 120 Writing for College	3 cr
BUS 100 OR PHIL 101	3 cr	BUS 100 OR Phil 101	3 cr
ECON 103 Princ. of Microeconomics*	3 cr	ECON 104 Princ. of Macroeconomics**	3 cr
MATH 115 OR MATH 130	3 cr	MATH 115 OR MATH 130	3 cr
Core/LS Distribution	<u>3 cr</u>	Core/LS Distribution	<u>3 cr</u>
	15 or 16 cr		15 or 16 cr

SOPHOMORE YEAR

FALL		SPRING	
ACCT 203 Financial Accounting	3 cr	ACCT 204 Managerial Accounting	3 cr
BUS 202 Global Bus & Soc OR Elective	3 cr	BUS 202 Global Bus & Soc OR Elective	3 cr
BUS Core	3 cr	BUS Core	3 cr
Core/LS Distribution	3 cr	Core/LS Distribution	3 cr
Core/LS Distribution	<u>3 cr</u>	Core/LS Distribution	<u>3 cr</u>
	15 cr		15 cr

JUNIOR YEAR

FALL		SPRING	
BUS Core	3 cr	BUS Core	3 cr
BUS Core	3 cr	BUS Core/Emphasis/Elective	3 cr
Core/LS Distribution	3 cr	Core/LS Distribution	3 cr
PHIL 200 OR CMPT 300	3 cr	PHIL 200 OR CMPT 300	3 cr
Internship/Elective	<u>3 cr</u>	Internship/Elective	<u>3 cr</u>
	15 cr		15 cr

SENIOR YEAR

FALL		SPRING	
BUS Core/Elective	3 cr	BUS 477 Management Strategy	3 cr
BUS Emphasis	3 cr	BUS Emphasis	3 cr
BUS Core/Emphasis/Elective	3 cr	BUS Emphasis	3 cr
Core/LS Distribution	3 cr	Elective	2 cr
Internship/Elective	<u>3 cr</u>	Internship/Elective	<u>3 cr</u>
	15 cr		14 cr

Business Foundation Courses:

BUS 100 Introduction to Business
 BUS 202 Global Environment of Business

Business Core Emphasis Introductory Courses:

BUS 301 Human Resource Management
 BUS 320 Financial Management
 BUS 340 Marketing Management

Business Core Courses:

BUS 302 Organizational Behavior
 BUS 382 Legal Foundations of Business
 BUS 388 Operations Management

Business Capping Course:

BUS 477 Management Strategy/Policy

Business Core/LS Requirements:

History (2 Courses/6 Credits)
 Science (2 Courses/6 Credits)

* Econ 103 was formerly Econ 102
 ** Econ 104 was formerly Econ 101

CATHOLIC STUDIES MINOR

ROBERT P. LEWIS, Ph.D., *Coordinator*
JANET STIVERS, Ph.D.

Catholic Studies is a multidisciplinary program which offers students an opportunity to study how the tradition of Catholic Christianity has shaped the world we know today, to examine their beliefs and values in a mature and critical way, and to further integrate their Core/Liberal Studies program.

The three required courses for the Minor are designed to provide students with an historical and theological foundation in the traditions of Catholic Christianity. The elective courses in the several groupings identified below encourage students to explore the implications of Catholic thought, imagination, spirituality, and social/political vision within the many other disciplines they are studying. All the required or elective courses for the Minor can also satisfy one or another Core/LS area requirement.

If you have further questions, contact Dr. Robert Lewis, Coordinator.

The minor requires a total of 18 credits distributed as follows:

- | | | | |
|----|--|-------------|-------------|
| A. | Required Courses | | |
| | HIST 248 (Dual listed as CAST 200) Catholic Studies I: Medieval Europe | 3 cr | |
| | HIST 255 (Dual listed as CAST 201) Catholic Studies II: The Catholic Church
in Modern Times | 3 cr | |
| | REST 243 (Dual listed as CAST 202) Catholic Thought and Spirituality | <u>3 cr</u> | 9 cr |
| B. | Elective Courses | | <u>9 cr</u> |
| | Students must elect at least one course from each of the first two groupings, and a third from any of the three groupings: | | |
| | Group One (Art, Music, Literature) | | |
| | ART 380 Renaissance Art | | |
| | ENG 214 Religion in Film and Literature | | |
| | ENG 266 The Italian-American Experience | | |
| | ENG 330 Medieval Literature | | |
| | ENG 324 Chaucer | | |
| | Appropriate Special-Topics and regular courses in Art, Literature or Music | | |
| | Group Two (Philosophy and Religious Studies) | | |
| | PHIL 223 Medieval Philosophy | | |
| | PHIL 231 Philosophy of Religion | | |
| | REST 208 The Bible | | |
| | REST 203 Principles of Christianity | | |
| | REST 204 Principles of Judaism | | |
| | REST 431 Spirituality and Religious Development | | |
| | Appropriate Special-Topics and regular courses in Philosophy or Religious Studies | | |
| | Group Three (History and Culture Studies) | | |
| | HIST 217 (Dual listed as POSC 217) Catholics in the United States | | |
| | HIST 266 (Dual listed as POSC 266) The Italian-American Experience | | |
| | HIST 286 The Irish Experience in America | | |
| | Appropriate Special-Topics courses in History or Culture Studies | | |

Total Credit Requirement for a Minor in Catholic Studies 18 cr

CHEMISTRY

ELISA WOOLRIDGE, Ph.D., *Chairperson*

MISSION:

The mission of the Department of Chemistry, Biochemistry, & Physics is for students and faculty to acquire a better and more systematic understanding of the physical world and to disseminate new discoveries to the greater scientific community. Faculty expand the knowledge, skills, and values of all students, and help transition their learning styles from passive to active.

In support of this mission, a research-rich, challenging curriculum engages undergraduate chemistry and biochemistry majors amidst a supportive environment featuring exceptional access to faculty and facilities. Two American Chemical Society-approved curricula emphasize extensive hands-on experience with state-of-the-art instrumentation and development of effective communication skills. Computational modeling is integrated throughout the curriculum as one mechanism to blend contemporary practice with traditional methods. A strong sense of community grows from personal attention and individualized mentoring from faculty and support from fellow students.

Students are therefore the central focus and an integral part of the Department, working side-by-side with faculty who are enthusiastically committed to the teacher-scholar model. Faculty strive to be nationally recognized in their areas of specialization by working in research partnerships with students as colleagues. Most departmental majors complete original research projects, many of which culminate in presentation or publication at the national level. Marist Chemistry graduates are superbly prepared to be critically thinking, ethical scientist-citizens, with a balanced understanding of theory and method. Such graduates will be successful regardless of the paths they follow after leaving Marist College.

In pursuit of the philosophy of "Science without Boundaries," the Department actively seeks to collaborate with students and faculty from other disciplines. The Department cherishes its role in training students majoring in the other sciences, because the physical sciences underlie processes integral to the life sciences and health professions. The Department recognizes its responsibility to contribute to the understanding and thinking of non-science majors via its involvement in the Core/Liberal Studies program. Faculty and students also use their expertise to provide service to the College and the mid-Hudson Valley.

Departmental Goals

- To be nationally recognized by high schools as a place to send their best students and by graduate schools as a place to recruit high-quality students.
- To place graduating students in competitive positions of their choice in graduate schools, professional schools, secondary schools, and industry.
- To provide an environment which fosters continued professional growth of the faculty, including the ability to stay active and vital in their respective fields of research.
- To engage students in publication-quality research.
- To contribute to increased scientific knowledge through presentations and publications.

Goals for Students

Students Will:

- **Achieve Understanding:** Chemistry education at Marist College will emphasize depth of understanding over memorization. Faculty and curricula will foster the ability to solve problems through the understanding and application of fundamental scientific principles. Students will demonstrate factual knowledge by application of key concepts to solve theoretical, laboratory, and research problems.
- **Develop Skills:** Students will develop skills in: laboratory procedure; data keeping and processing; teamwork and leadership; mathematical reasoning; computational methods; retrieval and use of informational resources; and oral and written communication. Students also will learn and practice safe and responsible methods for chemical work.
- **Develop Values:** Students will be held to the highest ethical standards in everything they do, including the recording and reporting of data. Students will also be exposed to other ethical issues in science, including responsible treatment of data, reporting scientific information, ethical misconduct, issues in human and animal experimentation, and the relationship of chemistry to society.
- **Learn Research Methods:** Most of our students will learn research methods by participating in original research, working closely with a faculty member. Those who don't undertake extensive research projects nevertheless will be exposed to the techniques and methods of chemical research through laboratory work.
- **Increase Awareness of Self:** Students will become aware of their personal learning styles so that they can develop intellectually and continue to grow intellectually.

Degree Options in Chemistry

In order to provide a versatile set of programs for students while maintaining the high quality of the Marist Chemistry experience, we offer four degree options. The B.S. Chemistry and B.S. Chemistry-Biochemistry curricula accommodate those students seeking certification from the American Chemical Society as they prepare for careers as professional scientists in the chemical, pharmaceutical, or molecular industries, or as health-care practitioners. These curricula are recommended for those anticipating graduate-level (M.S. or Ph.D.) study in chemistry, biochemistry, or biomedical sciences. The more flexible B.A. Chemistry and B.A. Biochemistry curricula are designed to have significant quantities of free electives, allowing students to pursue personal and professional interests in other areas such as, but not limited to, business, education, and computer science. The B.A. Chemistry degree is especially well suited for those seeking provisional certification to teach chemistry in secondary schools in New York State or for marketing and sales positions in the chemical and pharmaceutical industries. The B.A. Biochemistry degree, with proper choice of electives, may be used as preparation for students seeking a career in the health professions.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CHEMISTRY

Note: A minimum of 60 credits in Liberal Arts is required.

Core Courses:

CHEM 131 General Chemistry I: Introduction to Inorganic Chemistry
CHEM 132 General Chemistry II: Introduction to Physical Chemistry
CHEM 211 Organic Chemistry I
CHEM 212 Organic Chemistry II
CHEM 215 Organic Chemistry I Lab
CHEM 216 Organic Chemistry II Lab

38 cr

CHEM 355 Analytical Chemistry
 CHEM 361 Physical Chemistry: Thermodynamics & Kinetics
 CHEM 362 Physical Chemistry: Quantum & Statistical Mechanics
 CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics
 CHEM 366 Experimental Physical Chemistry: Quantum & Statistical Mechanics
 CHEM 376 Research Methods in Chemistry I
 CHEM 475 Research Methods in Chemistry II
 CHEM 476 Research Methods in Chemistry III
 SCI 477 Science, Medicine and Ethics

Two or more additional courses selected from the following: 6 cr

CHEM 420 Biochemistry I
 CHEM 421 Biochemistry II
 CHEM 423 Biochemistry I Lab
 CHEM 424 Biochemistry II Lab
 CHEM 430 Advanced Inorganic Chemistry
 CHEM 431 Advanced Inorganic Chemistry Lab
 CHEM 440 Advanced Organic Chemistry
 CHEM 460 Polymer Chemistry

Students seeking ACS certification must take CHEM 420, 423, 430, and 431.

Credit Requirement in Chemistry 44 cr

2.0 Course Requirements in Related Fields

MATH 210 Linear Algebra 3 cr
 MATH 241 Calculus I 4 cr
 MATH 242 Calculus II 4 cr
 PHYS 211 General Physics I** 3 cr
 PHYS 212 General Physics II 3 cr
 PHYS 213 Physics Lab I*** 1 cr
 PHYS 214 Physics Lab II 1 cr
 CMPT 120* Introduction to Programming OR EDUC 150 OR
 CMPT 103 Technology for the 21st Century 3-4 cr

*Choice consistent with background in Computer Science

**PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval

***PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval

Credit Requirement in Related Fields 22-23 cr

Total Credit Requirement for a Major in Chemistry 66-67 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar 4 cr
 ENG 120 Writing for College 3 cr

7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives 3 cr
 Ethics, Applied Ethics, or Religious Studies 3 cr
 Fine Arts 3 cr
 History 3 cr
 Literature 3 cr
 Mathematics 0 cr (fulfilled by major field req.)
 Natural Science 0 cr (fulfilled by major field req.)
 Social Science 3 cr

18 cr

Pathway*

Courses addressing an interdisciplinary topic.

12 cr

Total Core/Liberal Studies Requirement 37 cr

4.0 Electives 16-17 cr

Recommended Course
MATH 321 Differential Equations

Total Credit Requirement for Graduation

120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CHEMISTRY – BIOCHEMISTRY OPTION

Notes: A minimum of 60 credits in Liberal Arts is required. Pre-medical Chemistry majors should add BIOL 113 (1 cr) to the list of course requirements in related fields.

1.0 Course Requirements in Chemistry

Core Courses: 37 cr

CHEM 131 General Chemistry I: Introduction to Inorganic Chemistry
CHEM 132 General Chemistry II: Introduction to Physical Chemistry
CHEM 211 Organic Chemistry I
CHEM 212 Organic Chemistry II
CHEM 215 Organic Chemistry I Lab
CHEM 216 Organic Chemistry II Lab
CHEM 355 Analytical Chemistry
CHEM 361 Physical Chemistry: Thermodynamics & Kinetics
CHEM 362 Physical Chemistry: Quantum & Statistical Mechanics
CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics
CHEM 376 Research Methods in Chemistry I
CHEM 475 Research Methods in Chemistry II
CHEM 476 Research Methods in Chemistry III
SCI 477 Science, Medicine and Ethics

Additional courses: 8 cr

CHEM 420 Biochemistry I
CHEM 421 Biochemistry II
CHEM 423 Biochemistry Lab I
CHEM 424 Biochemistry Lab II

Students seeking ACS certification must also take:

CHEM 430 & 431 Advanced Inorganic Chemistry and Lab

Credit Requirement in Chemistry

45 cr

2.0 Course Requirements in Related Fields

BIOL 130 General Biology I 4 cr
BIOL 131 General Biology II 4 cr
BIOL 450 Biotechnology OR
BIOL 493 Molecular Biology (requires BIOL 320 Genetics) 4 cr
MATH 241 Calculus I 4 cr
MATH 242 Calculus II 4 cr
PHYS 211 General Physics I** 3 cr
PHYS 212 General Physics II 3 cr
PHYS 213 Physics Lab I*** 1 cr
PHYS 214 Physics Lab II 1 cr
CMPT 120* Introduction to Programming OR EDUC 150 OR
CMPT 103 Technology for the 21st Century 3-4 cr

* Choice consistent with background in Computer Science

** PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval

*** PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval

Credit Requirement in Related Fields

31-32 cr

Total Credit Requirement for a Major in Chemistry

76-77 cr

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		37 cr
4.0	Electives		<u>6-7 cr</u>
	Recommended Courses		
	BIOL 315 Immunology		
	BIOL 320 Genetics		
	MATH 210 Linear Algebra		

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF ARTS IN CHEMISTRY

Students interested in obtaining provisional New York State certification to teach Chemistry at the secondary level should follow this curriculum and contact Prof. Robert Balogh-Robinson, (845) 575-3000, ext. 2242 or Robert.Robinson@Marist.edu.

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Chemistry		
	Core Courses:	35 cr	
	CHEM 131 General Chemistry I: Introduction to Inorganic Chemistry		
	CHEM 132 General Chemistry II: Introduction to Physical Chemistry		
	CHEM 211 Organic Chemistry I		
	CHEM 212 Organic Chemistry II		
	CHEM 215 Organic Chemistry Lab I		
	CHEM 216 Organic Chemistry Lab II		
	CHEM 355 Analytical Chemistry		
	CHEM 361 Physical Chemistry: Thermodynamics & Kinetics OR		
	CHEM 362 Physical Chemistry: Quantum & Statistical Mechanics		
	CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics OR		
	CHEM 366 Experimental Physical Chemistry: Quantum & Statistical Mechanics		
	CHEM 376 Research Methods in Chemistry I		
	SCI 477 Science, Medicine and Ethics		
	CHEM 420 Biochemistry I		
	CHEM 423 Biochemistry Lab I		
	Credit Requirement in Chemistry		35 cr
2.0	Course Requirements in Related Fields		
	MATH 241 Calculus I	4 cr	
	MATH 242 Calculus II	4 cr	
	PHYS 211 General Physics I**	3 cr	
	PHYS 212 General Physics II	3 cr	
	PHYS 213 Physics Lab I***	1 cr	

PHYS 214 Physics Lab II	1 cr
CMPT 120* Introduction to Programming OR EDUC 150 OR CMPT 103 Technology for the 21st Century	<u>3-4 cr</u>

* Choice consistent with background in Computer Science

** PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval

*** PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval

Credit Requirement in Related Fields	19-20 cr
Total Credit Requirement for a B.A. Major in Chemistry	54-55 cr
3.0 Core/Liberal Studies Requirements	
3.1 FOUNDATION	
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
	7 cr
3.2 DISTRIBUTION	
Breadth	
PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	0 cr (fulfilled by major field req.)
Social Science	<u>3 cr</u>
	18 cr
Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic.	
Total Core/Liberal Studies Requirement	37 cr
4.0 Electives	<u>28-29 cr</u>
Recommended Course	
MATH 210 Linear Algebra	

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF ARTS IN BIOCHEMISTRY

Note: A minimum of 90 credits in Liberal Arts is required.

1.0 Course Requirements in Chemistry	
Core Courses:	35 cr
CHEM 131 General Chemistry I	
CHEM 132 General Chemistry II	
CHEM 211 Organic Chemistry I	
CHEM 212 Organic Chemistry II	
CHEM 215 Organic Chemistry Lab I	
CHEM 216 Organic Chemistry Lab II	
CHEM 355 Analytical Chemistry	
CHEM 361 Physical Chemistry: Thermodynamics & Kinetics	
CHEM 365 Experimental Physical Chemistry: Thermodynamics & Kinetics	
CHEM 376 Research Methods in Chemistry I*	
CHEM 420 Biochemistry I	
CHEM 423 Biochemistry Lab I	
SCI 477 Science, Medicine and Ethics	

*A suitable internship may be substituted with Departmental approval.

Credit Requirement in Chemistry 35 cr

2.0	Course Requirements in Related Fields		
	BIOL 130 General Biology I	4 cr	
	BIOL 131 General Biology II	4 cr	
	BIOL 450 Biotechnology	3-4 cr	
	OR BIOL 201 Human Anatomy and Physiology I		
	OR BIOL 312 Microbiology		
	OR BIOL 320 Genetics		
	OR BIOL 315 Immunology		
	OR BIOL 325 Histology		
	OR BIOL 340 Comparative Anatomy		
	OR BIOL 440 Vertebrate Physiology		
	OR BIOL 435 Plant Physiology		
	OR BIOL 493 Molecular Biology		
	OR CHEM 421 Biochemistry II		
	OR ENSC 404 Toxicology		
	OR MEDT 301 Clinical Microbiology I		
	OR MEDT 305 Clinical Chemistry I		
	OR MEDT 315 Hematology I		
	OR MEDT 340 Clinical Immunology		
	OR MEDT 345 Clinical Microscopy I		
	MATH 241 Calculus I	4 cr	
	MATH 242 Calculus II	4 cr	
	PHYS 211 General Physics I**	3 cr	
	PHYS 212 General Physics II**	3 cr	
	PHYS 213 Physics Lab I***	1 cr	
	PHYS 214 Physics Lab II***	1 cr	
	CMPT 120* Introduction to Programming OR EDUC 150 OR	<u>3-4 cr</u>	
	CMPT 103 Technology for the 21st Century		
	*Choice consistent with background in Computer Science		
	**PHYS 221 Modern Physics may be substituted for either PHYS 211 or PHYS 212 with departmental approval		
	***PHYS 222 Modern Physics Lab may be substituted for either PHYS 213 or PHYS 214 with departmental approval		
	Credit Requirement in Related Fields	<u>30-32 cr</u>	
	Total Credit Requirement for a B.A. Major in Biochemistry		65-67 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*	<u>12 cr</u>	
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		37 cr
4.0	Electives		<u>16-18 cr</u>
	Recommended Courses		
	BIOL 315 Immunology		
	BIOL 320 Genetics		
	Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN CHEMISTRY

CHEM 131 General Chemistry I	4 cr
CHEM 132 General Chemistry II	4 cr
CHEM 211 Organic Chemistry I	3 cr
CHEM 212 Organic Chemistry II	3 cr
CHEM 215 Organic Chemistry I Lab	1 cr
CHEM 216 Organic Chemistry II Lab	1 cr

Two courses chosen from two different groups. One of these courses must be accompanied by its corresponding lab course. 7-9 cr

Group 1: CHEM 355 Analytical Chemistry* OR CHEM 376 Res Methods in Chemistry I* OR CHEM 310 Environmental Chemistry

Group 2: CHEM 361 Thermodynamics & Kinetics** OR CHEM 362 Quantum & Statistical Mechanics**

Group 3: CHEM 430 Adv. Inorganic Chemistry OR CHEM 440 Adv. Organic Chemistry OR other advanced special topics courses as offered

Group 4: CHEM 420 Biochemistry I

* Both have lab courses built in; no further lab would be required.

** CHEM 361-362 require PHYS 211 (or 221) – 212; CHEM 362 requires MATH 210.

Total Credit Requirement for a Minor in Chemistry

23-25 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CHEMISTRY

FRESHMAN YEAR

FALL

CHEM 131 General Chemistry I	4 cr
MATH 241 Calculus I	4 cr
Core/LS Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
	<hr/>
	15 cr

SPRING

CHEM 132 General Chemistry II	4 cr
MATH 210 Linear Algebra	3 cr
ENG 120 Writing for College	3 cr
Core/LS Pathway	3 cr
Core/LS Pathway	<u>3 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
MATH 242 Calculus II	4 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
Core/LS Pathway	<u>3 cr</u>
	15 cr

SPRING

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Elective	<u>3 cr</u>
	14 cr

JUNIOR YEAR

FALL

CHEM 362 Quantum & Stat Mechanics	3 cr
CHEM 355 Analytical Chemistry	4 cr
Core/LS Ethics	3 cr
Core/LS Literature or Fine Arts	3 cr
Elective	3 cr
	<hr/>
	16 cr

SPRING

CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 376 Research Methods in Chem I	4 cr
CHEM 365 Expt Thermo & Kinetics	1 cr
CHEM 366 Expt Quantum & Stat Mechanics	1 cr
Core/LS Literature or Fine Arts	3 cr
Elective	<u>2 cr</u>
	14 cr

SENIOR YEAR

FALL

CHEM Elective	3 cr
SCI 477 Science, Medicine & Ethics	3 cr
CHEM 475 Research Methods in Chem II	2 cr
Core/LS History or Social Science	3 cr
Elective	<u>3 cr</u>
	14 cr

SPRING

CHEM 476 Research Methods in Chem III	1 cr
CHEM Elective	3 cr
Core/LS History or Social Science	3 cr
Technology skill intensive	3 cr
Electives	<u>6 cr</u>
	16 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CHEMISTRY – BIOCHEMISTRY OPTION

FRESHMAN YEAR

FALL

CHEM 131 General Chemistry I	4 cr
BIOL 130 General Biology I	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

SPRING

CHEM 132 General Chemistry II	4 cr
BIOL 131 General Biology II	4 cr
MATH 242 Calculus II	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
Core/LS Philosophical Perspectives	3 cr
Core/LS Pathway	3 cr
	<u>14 cr</u>

SPRING

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	3 cr
Elective	<u>1 cr</u>
	15 cr

JUNIOR YEAR

FALL

CHEM 420 Biochemistry I	3 cr
CHEM 423 Biochemistry Lab I	1 cr
CHEM 355 Analytical Chemistry	4 cr
Core/LS Pathway	3 cr
Core/LS Ethics	3 cr
Elective	<u>2 cr</u>
	16 cr

SPRING

CHEM 421 Biochemistry II	3 cr
CHEM 424 Biochemistry Lab II	1 cr
CHEM 376 Research Methods in Chem I	4 cr
Core/LS Literature or Fine Arts	3 cr
Core/LS Literature or Fine Arts	3 cr
	<u>14 cr</u>

SENIOR YEAR

FALL

CHEM 362 Quantum & Stat Mechanics	3 cr
SCI 477 Science, Medicine & Ethics	3 cr
CHEM 475 Research Methods in Chem II	2 cr
Core/LS History or Social Science	3 cr
Electives	4 cr
	<u>15 cr</u>

SPRING

CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 365 Expt Thermo & Kinetics	1 cr
CHEM 476 Research Methods in Chem III	1 cr
BIOL 450 Biotechnology	4 cr
Core/LS History or Social Science	3 cr
Technology skill intensive	<u>3 cr</u>
	15 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN CHEMISTRY

FRESHMAN YEAR

FALL

CHEM 131 General Chemistry I	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	4 cr
Core/LS Philosophical Perspectives	3 cr
	<u>15 cr</u>

SPRING

CHEM 132 General Chemistry II	4 cr
MATH 242 Calculus II	4 cr
ENG 120 Writing for College	3 cr
Core/LS Pathway	3 cr
Elective	<u>1 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry Lab I	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	<u>3 cr</u>
	14 cr

SPRING

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Electives*	<u>5 cr</u>
	16 cr

JUNIOR YEAR

FALL

Elective OR	
CHEM 362 Quantum & Stat Mechics	3 cr
CHEM 355 Analytical Chemistry	4 cr
Core/LS Ethics	3 cr
Core/LS Literature or Fine Arts	3 cr
Core/LS Literature or Fine Arts	3 cr
	<u>16 cr</u>

SPRING

Elective OR	
CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 376 Research Methods in Chem I	4 cr
CHEM 365 Expt Thermo & Kinetics OR	
CHEM 366 Expt Quantum & Stat Mechanics	1 cr
Core/LS History or Social Science	3 cr
Core/LS History or Social Science	<u>3 cr</u>
	14 cr

SENIOR YEAR**FALL**

CHEM 420 Biochemistry I	3 cr
CHEM 423 Biochemistry I Lab	1 cr
SCI 477 Science, Medicine & Ethics	3 cr
Electives	<u>9 cr</u>
	16 cr

SPRING

Technology skill intensive	3 cr
Electives	11 cr
	<u>14 cr</u>

*MATH 210 Linear Algebra is recommended as an elective for students wishing to take CHEM 362 Quantum & Statistical Mechanics.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN BIOCHEMISTRY**FRESHMAN YEAR****FALL**

CHEM 131 General Chemistry I	4 cr
BIOL 130 General Biology I	4 cr
MATH 241 Calculus I	4 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

SPRING

CHEM 132 General Chemistry II	4 cr
BIOL 131 General Biology II	4 cr
MATH 242 Calculus II	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR**FALL**

CHEM 211 Organic Chemistry I	3 cr
CHEM 215 Organic Chemistry I Lab	1 cr
PHYS 211 General Physics I	3 cr
PHYS 213 Physics Lab I	1 cr
Core/LS Philosophical Perspectives	3 cr
Core/LS Pathway	3 cr
Elective	<u>1 cr</u>
	15 cr

SPRING

CHEM 212 Organic Chemistry II	3 cr
CHEM 216 Organic Chemistry Lab II	1 cr
PHYS 212 General Physics II	3 cr
PHYS 214 Physics Lab II	1 cr
Core/LS Pathway	3 cr
Core/LS Pathway	3 cr
	<u>14 cr</u>

JUNIOR YEAR**FALL**

CHEM 420 Biochemistry I	3 cr
CHEM 423 Biochemistry I Lab	1 cr
Core/LS Pathway	3 cr
Core/LS Ethics	3 cr
Technology skill intensive	3 cr
Elective	<u>3 cr</u>
	16 cr

SPRING

CHEM 361 Thermodynamics & Kinetics	3 cr
CHEM 365 Expt Thermo & Kinetics	1 cr
Core/LS Literature or Fine Arts	3 cr
Core/LS Literature or Fine Arts	3 cr
Core/LS History or Social Science	3 cr
Elective	<u>1 cr</u>
	14 cr

SENIOR YEAR**FALL**

CHEM 355 Analytical Chemistry	4 cr
SCI 477 Science, Medicine & Ethics	3 cr
Core/LS History or Social Science	3 cr
Electives	<u>6 cr</u>
	16 cr

SPRING

CHEM 376 Research Methods in Chem I	4 cr
Biology Elective	4 cr
Electives	6 cr
	<u>14 cr</u>

COGNITIVE SCIENCE MINOR

ANDREIA A. BUCKAREFF, Ph.D., *Co-Director*

KRISTIN JAY, Ph.D., *Co-Director*

Cognitive Science is an interdisciplinary program that offers students the ability to study the nature of cognition and its importance in our lives. All students take four foundation courses (Introduction to Psychology, Philosophical Perspectives, Foundations of Cognitive Science, and Moral Cognition) and four distribution courses. The distribution courses come from Anthropology, Biology, Computer Science, English, Mathematics, Philosophy, and Psychology. In fulfilling the distribution requirement, students must take courses in at least three of those disciplines. Of the courses in the distribution requirement, no more than one course can be at the 100-level, at least two courses must be 300-level or above, and no more than two courses (which must be 300-level or above) can be from the student's major field of study. Coursework for the minor must be completed with a C average.

The minor is appropriate for students interested in exploring different dimensions of cognition, including but not limited to the neurobiological underpinnings of cognitive processes, the role of cognition in the production of purposeful behavior and in making moral judgments, and cognition in non-human animals and computers. The minor will also be useful in preparing interested students for graduate work in any of the various cognate disciplines that together comprise the field of cognitive science.

The minor requires a total of 24 credits distributed as follows:

A. Foundation	
PHIL 101 Philosophical Perspectives	3 cr
PSYC 101 Introduction to Psychology	3 cr

PHIL 205 / PSYC 205 Foundations of Cognitive Sciences
PHIL 302 Moral Cognition

3 cr
3 cr

12 cr

B. Distribution

12 cr

Students must take four courses in at least three different disciplines. No more than one course can be at the 100-level. At least two courses must be at the 300-level or above. No more than two courses (which must be 300-level or above) from the student's major field of study can be used to fulfill the distribution requirements. Courses must be chosen from:

ANTH 101 Introduction to Physical Anthropology
BIOL 232 Sex, Evolution, and Behavior
BIOL 305 Animal Behavior
CMPT 120 Introduction to Programming
CMPT 404 Artificial Intelligence
CMPT 412 Robotics
CMPT 440 Formal Languages and Computability
ENG 201 Introduction to Linguistics
ENG 343 Theory of Mind: Cognitive Approaches to American Literature
ENG 301 History of the English Language
ENG 302 World Englishes
MATH 130 Introductory Statistics I
MATH 131 Introductory Statistics II
MATH 310 Introduction to Mathematical Reasoning
MATH 412 Computational Linear Algebra
PHIL 203 Introduction to Logic
PHIL 310 Symbolic Logic
PHIL 324 Contemporary Analytic Philosophy
PHIL 325 Contemporary Continental Philosophy
PHIL 335 Metaphysics
PHIL 336 Epistemology
PHIL 345 Philosophy of Mind
PHIL 338 Philosophy of Science
PHIL 339 Philosophy of Language
PHIL 334 Free Will
PSYC 206 Psycho-Biological Sex Differences
PSYC 301 Biopsychology and Lab
PSYC 302 Neurobiology of Learning and Memory and Lab
PSYC 303 Developmental Neuropsychology and Lab
PSYC 305 Neurobiology and Neuropsychology of Learning Disabilities and Lab
PSYC 306 Cognitive Neuroscience and Neuropsychology and Lab
PSYC 342 Cognitive Psychology

Total Credit Requirement for a Minor in Cognitive Science

24 cr

COMMUNICATION

SHANNON ROPER, Ph.D., *Chairperson*

MISSION:

The program is designed to challenge students interested in studying the many forms of human communication – its process, outcomes, and effects. The core of this investigation centers on the ways in which human beings purposefully utilize symbols in interaction to create or modify a socially meaningful world. Through courses and internships, the program combines a strong liberal arts background with a professional focus. Inherent in the program's courses and internships is the integration of communication theories and the liberal arts tradition. This is accomplished through the strategic application of theory to the hands-on practice of communication. The opportunity for internships is readily available, as the strong alumni network of the School ensures that our students intern in some of the top communication organizations in the Northeast, including the major television networks, public-relations firms, radio stations, newspapers, nonprofit and human-service agencies, and Fortune 500 companies. This on-the-job training helps graduates as they prepare to enter this exciting and ever-changing profession.

OBJECTIVES:

Students graduating with a major in Communication should:

- (1) have an understanding of communication theory and the ability to translate this theory successfully into practice;
- (2) be able to speak and write effectively;
- (3) be able to function knowledgeably and critically as consumers and practitioners in the diverse fields of communication;
- (4) be media literate;
- (5) have competence in critical thinking and problem solving;
- (6) have an awareness of the moral and ethical issues involved in human communication.

The Communication program offers concentrations in Advertising, Communication Studies, Journalism, Public Relations, and Sports Communication. Communication is a discipline that involves the study of symbolic behavior in many contexts. Regardless of their specialties, communicators are involved in fundamentally similar activities. They gather and process information and create and disseminate messages. Advertisers, journalists, public-relations practitioners, public speakers, television, radio, film, or multimedia producers, and all who communicate with others, engage in these essential operations.

Minor and Certificate Programs:

The program also includes a minor in Communication for those students who wish to combine the study of communication with a major in another discipline.

Communication Foundation Courses (12 credits)

The communication major is required to take four foundation courses. These courses will be taken during the freshman and sophomore years. The courses are:

COM 102 Introduction to Communication	3 cr
COM 103 Digital Toolbox	3 cr
COM 101 Public Presentations	3 cr
COM 200 Communication Research: Strategies and Methods	3 cr

Communication Concentrations (18 credits)

Communication majors are required to select one of five concentrations that will focus their study of communication on: advertising, communication studies, journalism, public relations, or sports communication. These course requirements constitute a systematic study of the application of communication principles to a particular area of interest or specific profession. The courses which make up the communication concentration requirements provide a focus and depth of study for the communication student.

Advertising Concentration (18 cr)

- COM 220 Principles of Strategic Advertising
- COM 324 Research and Consumer Insights
- COM 329 Creative Problem Solving
- COM 314 Media Strategy
- COM 423 Strategic Advertising Campaign Development
- Select one:**
- COM 354 Visual Storytelling
- COM 358 Digital, Direct & Database Advertising
- COM 424 Branding

- COM 332 Producing the Newscast
- COM 345 Photojournalism
- Select one:**
- COM 300 Mass Communication Law
- COM 341 Press in America
- COM 342 Readings in Journalism

Communication Studies Concentration (18 cr)

- COM 203 Interpersonal Communication
- COM 301 Small Group Communication
- COM 302 Persuasion
- COM 325 Intercultural Communication
- COM 420 Advanced Public Presentations
- COM 425 Communication Theory

Public Relations Concentration (18 cr)

- COM 211 Fundamentals of Public Relations Theory & Practice
- COM 212 Public Relations Writing Tools
- COM 333 Applied Research and Analytics
- COM 418 Communication Campaign Management
- Select one of two specializations:**
- Public Relations Management Specialization**
- COM 347 Reputation and Relationship Management
- COM 419 Case Studies in Public Relations Management
- Integrated Communication Specialization**
- COM 348 Integrated Strategies, Tactics and Stakeholders
- COM 422 Case Studies in Integrated Communication

Journalism Concentration (18 cr)

- COM 242 Introduction to Journalism
- COM 243 Journalism Skills
- COM 466 Journalism Workshop
- Select one:**
- COM 236 News Editing
- COM 322 Newswriting
- COM 327 Magazine Writing
- COM 331 Broadcast Newswriting
- Select one:**
- COM 328 Magazine Layout & Design

Sports Communication Concentration (18 cr)

- COM 242 Introduction to Journalism
- COM 260 Sport, Culture, and Communication
- COM 308 Communication Internship (3 credits)
- COM 365 Issues in Sports Media
- Select two:**
- COM 445 Sports Reporting
- COM 448 Sports Broadcasting
- COM 460 Sports Public Relations

Communication Electives (15 credits)

Each student is required to take five additional communication elective courses beyond their concentration requirements, two of which can be at the 200 level while the other three must be at the 300-400 level. A student, in consultation with a communication faculty advisor, will select five communication electives. These courses may be drawn from any area of the communication curriculum. These courses could be selected to allow a greater depth in investigating subjects encountered in the communication foundation or concentration requirements. Alternatively, these courses could be designed to broaden a student's understanding of subjects beyond the student's specialized concentration.

Note: Internships carry non-liberal-arts elective credits and will not fulfill the above requirements.

Communication Capping Course (3 credits)

COM 401 Capping Course	3 cr
------------------------	------

Courses in Related Fields (6 credits)

Foreign Language and/or Culture requirement (COM LC)	6 cr
--	------

Consistent with our mission to prepare communication students to live in a global economy, we require students to take two courses that help them to communicate with diverse audiences. A student may meet this requirement by selecting courses from Modern Language offerings in language (any level) or culture or by selecting courses from the following list or by selecting other suitable courses with the approval of their advisors.

Students may apply either COM 325 or COM 400 toward meeting the requirements for the Foreign Language and/or Culture requirement.

Core/Liberal Studies or other requirements

ANTH 101	Intro to Anthro I
ANTH 102	Intro to Anthro II
ANTH 231	American Culture II
ANTH 232	Religion and Culture
ANTH 233	The American Indian
COM 400	Gender, Culture, and Communication
COM 488	Comparative Communication Systems
CRJU 314	U.S. Urban Cultures
CRJU 440	Senior Seminar I: Cross Cultural Criminal Justice Systems
ENG 370	The Jewish Literary Genius in the Modern Period
ENG 373	The Language of the Holocaust
HIST 229	Emergence of Women in Western Civilization
HIST 234	The Black American Experience
HIST 240	Race and Nationality in American Life
HIST 251	Women in Asia
HIST 263	Eastern Europe and Russia from 1928 to the Present
HIST 269	Asia II
HIST 274	History of Latin America Since 1830
HIST 285	The History and Political Culture of Ireland
HIST 349	Modern Germany
HIST 355	Comparative Political Systems: Middle East
HIST 375	History of Race Relations in Latin America
INTD 209	Perspectives on the Humanities (adult students only)
POSC 213	Politics of Human Rights
POSC 321	Contemporary Political Theory
POSC 251	Comparative Political Systems I: Great Britain and Western Europe
POSC 252	Comparative Political Systems: CIS and Eastern Europe
POSC 271	Nationalism and Communism in China and Taiwan
POSC 113	International Relations
POSC 280	International Communication and Negotiation
POSC 285	The History and Political Culture of Ireland
POSC 325	Political Economy: East Asia
POSC 350	Latin American Politics
POSC 236	Politics of Developing Areas
POSC 355	Comparative Political Systems: Middle East
POSC 290	International Law and Organizations
REST 209	World Religions
REST 225	Global Liberation Theology
SOC 220	Sociology of Religion
SOCW 395	Social Work with Diverse Populations

Students are permitted to count a course as fulfilling both a COM LC and a COM Cog requirement.

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF ARTS IN COMMUNICATION

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Communication		
	Communication Foundation Courses	12 cr	
	Communication Concentration Courses	18 cr	
	Communication Electives	15 cr	
	Communication Capping Course	<u>3 cr</u>	
	Credit Requirement in Communication		48 cr
2.0	Course Requirements in Related Fields		
	Foreign Language and/or Culture courses	<u>6 cr</u>	
	Credit Requirement in Related Fields		<u>6 cr</u>
	Total Credit Requirement for a Major in Communication		54 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr

3.2	DISTRIBUTION	
	Breadth	
	PHIL 101 Philosophical Perspectives	3 cr
	Ethics, Applied Ethics, or Religious Studies	3 cr
	Fine Arts	3 cr
	History	3 cr
	Literature	3 cr
	Mathematics	3 cr
	Natural Science	3 cr
	Social Science	<u>3 cr</u>
		24 cr
	Pathway*	<u>12 cr</u>
	Courses addressing an interdisciplinary topic.	
	Total Core/Liberal Studies Requirement	43 cr
4.0	General Electives	<u>23 cr</u>
	Total Credit Requirement for Graduation	120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

Internships 0-14 credits

Students may take up to 14 non-communication, general elective non-liberal arts credits in internships during fall, spring, summer semesters only. Students may enroll in more than one internship. International internships are available through application to the Marist Study Abroad Program. Student must have Junior standing and permission of the Internship Director.

Prerequisite: CRDV 100N Employment Practicum (1 credit) must be completed prior to the semester in which the student plans to do an internship.

Academic Requirements:

- Completion of 60 credits
- 2.5 G.P.A.
- Meet in person with Internship Director prior to start of the semester of the internship

REQUIREMENTS FOR A MINOR IN COMMUNICATION

Note: Students with a communication major cannot also minor in communication. Instead, students should declare a second concentration as part of their communication major. Students can only declare **one** communication minor.

Choose one of the six (6) communication concentration areas: 18 cr

Advertising (18 cr)

- COM 102 Introduction to Communication
- COM 220 Principles of Strategic Advertising
- COM 324 Research and Consumer Insights
- COM 329 Creative Problem Solving
- COM 314 Media Strategy

Select one:

- COM 354 Visual Storytelling
- COM 358 Digital, Direct & Database Advertising
- COM 424 Branding

Communication Studies (18 cr)

- COM 101 Public Presentations
- COM 102 Introduction to Communication
- COM 203 Interpersonal Communication
- COM 301 Small Group Communication
- COM 302 Persuasion

Select one:

- COM 325 Intercultural Communication
- COM 420 Advanced Public Presentations
- COM 425 Comparative Communication Theory

General Communication Minor (18 cr)

- COM 101 Public Presentations
- COM 102 Introduction to Communication

COM 200 Research Strategies and Methods
 Plus three Communications electives, two of which must be upper-level

Journalism (18 cr)

COM 102 Introduction to Communication
 COM 242 Introduction to Journalism
 COM 243 Journalism Skills

Select one:

COM 236 News Editing
 COM 322 Newswriting
 COM 327 Magazine Writing
 COM 331 Broadcast Newswriting

Select one:

COM 328 Magazine Layout & Design
 COM 332 Producing the Newscast
 COM 345 Photojournalism

Select one:

COM 300 Mass Communication Law
 COM 341 Press in America
 COM 342 Readings in Journalism

Public Relations (18 cr)

COM 102 Introduction to Communication
 COM 211 Fundamentals of Public Relations Theory & Practice
 COM 212 Public Relations Writing Tools
 COM 333 Applied Research and Analytics
 COM 418 Communication Campaign Management

Select one:

Public Relations Management Specialization

COM 419 Case Studies in Public Relations Management

Integrated Communication Specialization

COM 422 Case Studies in Integrated Communication

Sports Communication (18 cr)

COM 102 Introduction to Communication
 COM 242 Introduction to Journalism
 COM 260 Sport, Culture, and Communication
 COM 365 Issues in Sports Media

Select two:

COM 445 Sports Reporting
 COM 448 Sports Broadcasting
 COM 460 Sports Public Relations

Total Credit Requirement for a Minor in Communication

18 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN COMMUNICATION

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
COM 102 Introduction to Communication OR COM 101 Public Presentation	3 cr
COM 103 Digital Toolbox OR Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SPRING

PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
COM 101 Public Presentations OR COM 102 Introduction to Communication	3 cr
COM 103 Digital Toolbox OR Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

COM 200 Comm Research OR Core/LS	3 cr
COM Concentration	3 cr
COM Concentration OR COM Foreign Language/Culture	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<u>15 cr</u>

SPRING

Core/LS OR COM 200 Comm Research	3 cr
COM Concentration	3 cr
COM Foreign Language/Culture OR COM Concentration	3 cr
General Elective	3 cr
General Elective	3 cr
CRDV 100 Employment Practicum	<u>1 cr</u>
	16 cr

JUNIOR YEAR**FALL**

Possible Semester Abroad	
COM Concentration OR	
COM Elective	3 cr
COM Concentration	3 cr
COM Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Possible Semester Abroad	
COM Elective OR	
COM Concentration	3 cr
COM Elective	3 cr
Core/LS	3 cr
COM Foreign Language/Culture	3 cr
General Elective	<u>1 cr</u>
	13 cr

SENIOR YEAR**FALL**

Possible Internship	
COM Elective OR	
COM 401 Capping	3 cr
COM Elective OR	
COM Concentration	3 cr
Core/LS	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

SPRING

Possible Internship	
COM 401 Capping OR	
COM Elective	3 cr
COM Concentration OR	
COM Elective	3 cr
General Electives OR	
COM Internship	9 cr
	<u>15 cr</u>

COMPUTER SCIENCE

ANNE MATHEUS, Ph.D., *Chairperson*

MISSION:

The mission of the Department of Computing Technology is to prepare students for lifelong careers in the study, design, development, and implementation of hardware, software, and software systems. After completing a program within the Department, a student will:

- Have received instruction in the theoretical foundations of Computer Science, which will form a structure on which specific skills will be built throughout an individual's career.
- Have been introduced to current computing technologies, as appropriate to the field.
- Be an independent learner who can remain up to date in a rapidly changing field.
- Be able to make socially and ethically responsible decisions about the uses of technology.

The Department of Computing Technology is committed to providing its students with a broad range of opportunities both on and off the Marist College campus, including internships in the business community that provide many students with experience in their chosen fields.

The Department of Computing Technology is also committed to providing technical competency education to the entire Marist student community.

The major in Computer Science is designed to provide students with a broad background in many aspects of Computer Science. The foundation is then supplemented by advanced courses that are selected by the students to correspond to their personal and career interests.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE WITH A CONCENTRATION IN SOFTWARE DEVELOPMENT

1.0 Course requirements in Computer Science

CMPT 120 Introduction to Programming	4 cr
CMPT 220 Software Development I	4 cr
CMPT 221 Software Development II	4 cr
CMPT 230 Software Systems and Analysis	4 cr
CMPT 306 Data Communications and Networks	4 cr
CMPT 308 Database Management	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
CMPT 422 Computer Organization and Architecture	4 cr
CMPT 435 Algorithm Analysis and Design	3 cr
Concentration electives ¹	10–12 cr
CMPT 475 CS Project I	3 cr
CMPT 476 CS Project II	1 cr

53–55 cr

2.0 Course Requirements in Related Fields

BUS 100 Introduction to Business and Management	3 cr
---	------

¹ Concentration electives for software development: Five courses make up the concentration electives: CMPT 424 (Operating Systems), CMPT 432 (Design of Compilers), CMPT 331 (Theory of Programming Languages), CMPT 333 (Language Study), CMPT 440 (Formal Languages and Computability). Students choose either CMPT 424 or CMPT 432, CMPT 331 or CMPT 440, and a third course from among the concentration electives not taken already.

MATH 130 Introduction to Statistics	3 cr	
MATH 241 Calculus I	4 cr	
MATH 205 Discrete Mathematics	4 cr	
		<u>14 cr</u>

Total Credit Requirement for a Major in Computer Science with a Concentration in Software Development 67–69 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics: CMPT 305 Technology, Ethics, and Society Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	3 cr	
Social Science	3 cr	
		21 cr

Pathway*

Courses addressing an interdisciplinary topic.		<u>12 cr</u>
--	--	--------------

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives (and/or Internship) 11-13 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE WITH A CONCENTRATION IN SOFTWARE DEVELOPMENT

FRESHMAN YEAR

FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business and Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Math I	4 cr
FYS 101 First-Year Seminar	<u>4 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

CMPT 306 Data Communications and Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

CMPT 422 Computer Org. & Architecture	4 cr
Concentration elective	4 cr
CMPT 305 Technology, Ethics, and Society	3 cr
Core/LS	<u>4 cr</u>
	15 cr

SPRING

CMPT 435 Algorithm Analysis and Design	4 cr
Concentration elective	3 cr
Core/general elective	8 cr
	<u>15 cr</u>

SENIOR YEAR

FALL

CMPT 475 CS Project I	3 cr
Core/LS	6 cr
Elective/Internship	6 cr
	<hr/>
	15 cr

SPRING

CMPT 476 CS Project II	1 cr
Concentration elective	4 cr
Core/LS	3 cr
Elective/Internship	<u>5 cr</u>
	13 cr

**REQUIREMENTS FOR A DEGREE IN COMPUTER SCIENCE
WITH A CONCENTRATION IN GAME DESIGN AND PROGRAMMING**

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Course requirements in Computer Science

CMPT 120 Introduction to Programming	4 cr	
CMPT 220 Software Development I	4 cr	
CMPT 221 Software Development II	4 cr	
CMPT 230 Software Systems and Analysis	4 cr	
CMPT 306 Data Communications and Networks	4 cr	
CMPT 308 Database Management	4 cr	
CMPT 307 Internetworking	4 cr	
CMPT 330 System Design	4 cr	
CMPT 422 Computer Organization and Architecture	4 cr	
CMPT 435 Algorithm Analysis and Design	3 cr	
Concentration courses ²	11–12 cr	
CMPT 475 CS Project I	3 cr	
CMPT 476 CS Project II	1 cr	
		54–55 cr

2.0 Course requirements in Related Fields

BUS 100 Introduction to Business and Management	3 cr	
MATH 130 Introduction to Statistics	3 cr	
MATH 241 Calculus I	4 cr	
MATH 205 Discrete Mathematics	4 cr	
PHYS 211 General Physics I	3 cr	
		<u>17 cr</u>

Total Credit Requirement for a Major in Computer Science with a Concentration in Game Design and Programming

71–72 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics: CMPT 305 Technology, Ethics, and Society Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>3 cr</u>	
		18 cr

Pathway*

Courses addressing an interdisciplinary topic.		12 cr
--	--	-------

Total Core/Liberal Studies Requirement

37 cr

4.0 Electives (and/or Internship)

11 cr

² Concentration courses for Game Design and Development: Students take CMPT 414 (Game Design and Programming I), CMPT 415 (Game Design and Programming II), and either CMPT 446(Computer Graphics) or CMPT 404 (Artificial Intelligence).

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN COMPUTER SCIENCE WITH A CONCENTRATION IN GAME DESIGN AND PROGRAMMING

FRESHMAN YEAR

FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business and Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Math I	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

SOPHOMORE YEAR

FALL

CMPT 306 Data Communications and Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

CMPT 422 Computer Org. & Architecture	4 cr
Concentration elective	4 cr
PHYS 211 General Physics I	3 cr
Core/LS	<u>3 cr</u>
	14 cr

SPRING

CMPT 435 Algorithm Analysis & Design	4 cr
Concentration elective	3-4 cr
Core/electives	7-8 cr
	<u>15 cr</u>

SENIOR YEAR

FALL

CMPT 305 Technology, Ethics, and Society	3 cr
CMPT 475 CS Project I	3 cr
Core/LS	<u>9 cr</u>
	15 cr

SPRING

CMPT 476 CS Project II	1 cr
Concentration elective	4 cr
Core/Electives/Internship	<u>9 cr</u>
	14 cr

REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

CMPT 120L Introduction to Programming	4 cr
CMPT 220L Software Development I	4cr
CMPT 221L Software Development II	4cr
MATH 205 Discrete Mathematics	4cr
Two approved upper-level CMPT courses	<u>6-8 cr</u>

Total Credit Requirement for a Minor in Computer Science

22-24 cr

REQUIREMENTS FOR A MINOR IN CYBERSECURITY

The minor in cybersecurity focuses on applying information technology to improve the security of data processing, storage, and communications within organizations. This program is especially appropriate for technical professionals who wish to assume leadership roles in cybersecurity innovation. Developing a core skill set in cybersecurity will help individuals looking to make themselves more marketable in an increasingly technology-dependent world. The typical audience for the minor includes individuals earning their B.S. degree in computer science or information technology and systems who wish to expand their information security knowledge and get hands-on experience with modern hacking and penetration testing tools. The minor also provides necessary cybersecurity skills to students in related disciplines, such as criminal justice and pre-law.

MINOR IN CYBERSECURITY AREAS OF EMPHASIS:

Framework and key concepts based on established cybersecurity certifications
Hands-on experience in cyber-defense tools and techniques
Security governance and ethics

Penetration testing of data center servers, storage, and networks
 Implementing data confidentiality, integrity, and authentication
 Managing mobile device and wireless security

REQUIREMENTS FOR A MINOR IN CYBER SECURITY

CMPT 120 Introduction to Programming	4 cr
CMPT 306 Data Communication and Networks	4 cr
CMPT 307 Internetworking	4 cr
CMPT 416 Introduction to Cybersecurity	4 cr
CMPT 417 Hacking and Penetration Testing	3 cr
CMPT 418 Mobile Security	4 cr

Total Credit Requirement for a Minor in Cybersecurity 23 cr

B.S./M.S. PROGRAM IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

EITEL LAURIA, Ph.D., *Director*

In addition to its undergraduate major in Computer Science, the Department of Computing Technology also offers a Master of Computer Science/Software Development degree. The Department recognizes that for some outstanding undergraduate students, certain of their undergraduate work might well be reflective of both the content and quality of that typically expected at the graduate level. The Department thus recognizes that these students could participate successfully in graduate classes. For these reasons the Department offers a five-year program in Computer Science, at the end of which the student will earn both B.S. and M.S. degrees.

This program offers an accelerated way of obtaining a Master's Degree. Instead of remaining three additional semesters as full-time students to gain the MS at 151 credits (120 + 31), those CS undergraduate students who are admitted to this program will be required to take only 143 credits, or 23 additional credits that can be completed in two semesters, normally the fall and spring following their undergraduate studies.

The five-year program is not appropriate for all students. Qualification occurs in the sixth semester. A cumulative GPA of 3.0, as well as a GPA of 3.0 in the major, is required for acceptance into and continuation in the program. Students interested in entering the five-year program should speak to any CS faculty member early in their studies at Marist, but no later than the beginning of their sixth semester. A faculty recommendation is required for admittance into the program.

Five-Year Program

The Five-Year program allows undergraduates to earn a B.S. and a M.S. degree in five years. In the current program, students apply in second semester junior year and if accepted, begin the five-year program in the first semester of what would have been their senior year. Students in the current program earn 143 credits.

The Five-Year program in the revised MSCS/SD program is modeled on the current program. The differences are only in the courses the students take and the number of credits in the revised program, which are 144 credits.

The table below gives the full five-year program, starting with freshman year. Starting in the fall of the senior year students take Software Design & Dev instead of CS Project I.

In the spring of senior year, students take Database Mgt Sys and Track course 1 instead of CS Project II and the undergraduate Elective/Internship.

In the fall of the fifth-year, students take Security Protocols, Networks, and Track course 2.

In the spring of the fifth year, students take Project and two graduate electives.

These details are in the table below. Note indicates the replacement graduate course for the undergraduate course and credits.

REQUIREMENTS FOR FIVE-YEAR B.S./M.S. PROGRAM IN COMPUTER SCIENCE

IMPORTANT NOTE: Updated requirements for students entering the program after that time will be reflected in future catalogs.

1.0 Undergraduate Course Requirements in Computer Science		
CMPT 120 Introduction to Programming	4 cr	
CMPT 220 Software Development I	4 cr	
CMPT 221 Software Development II	4 cr	
CMPT 230 Software Systems and Analysis	4 cr	
CMPT 306 Data Communications and Networks	4 cr	
CMPT 307 Internetworking	4 cr	
CMPT 308 Database Management	4 cr	
CMPT 330 System Design	4 cr	
CMPT 422 Computer Organization and Architecture	4 cr	
CMPT 435 Algorithm Analysis and Design	3 cr	
Concentration electives	15 cr	
		54 cr

2.0 Course Requirements in Related Fields		
BUS 100 Introduction to Business and Management	3 cr	
MATH 130 Introduction to Statistics	3 cr	
MATH 241 Calculus I	4 cr	
MATH 250 Discrete Mathematics	4 cr	
		<u>14 cr</u>

Total Credit Requirement for a Major in Computer Science with a Concentration in Software Development 68 cr

3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	3 cr	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics: CMPT 305 Technology, Ethics, and Society Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		40 cr
4.0	Graduate Courses taken at the Undergraduate Level		
	MSCS 510 Software Design and Development	4 cr	
	MSCS 542 Database Management Systems	4 cr	
	Track Course 1	4 cr	
	Total Graduate Courses Taken at an Undergraduate Level		<u>12 cr</u>
	Total Undergraduate Credit Requirements		120 cr
5.0	Fifth Year Graduate Courses		
	MSCS 630 Security Protocols	4 cr	
	MSCS 710 Project	4 cr	
	Track Course 2	4 cr	
			24 cr
6.0	MSCS Grad Electives (and/or Internship)		<u>12 cr</u>
	Total Requirement for Graduation		144 cr
	Tracks		
	Cloud Computing		
	MSCS 679 Parallel Processing	4 cr	
	MSCS 621 Cloud Computing 1	4 cr	
	Mobile Computing		
	MSCS 565 Game Development I	4 cr	
	MSCS 722 Enterprise Mobile Dev	4 cr	

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A B.S./M.S. IN COMPUTER SCIENCE/SOFTWARE DEVELOPMENT

Important Note: Updated requirements for students entering the program after that time will be reflected in future catalogs.

FRESHMAN YEAR

FALL		SPRING	
CMPT 120 Introduction to Programming	4 cr	CMPT 220 Software Development I	4 cr
MATH 130 Introduction to Statistics	3 cr	CMPT 230 Software Systems and Analysis	4 cr
BUS 100 Introduction to Business & Management	3 cr	MATH 250 Discrete Math I	4 cr
ENG 120 Writing for College	3 cr	FYS 101 First-Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>		
	16 cr		<u>16 cr</u>

SOPHOMORE YEAR

FALL

CMPT 306 Data Communication and Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core Fine Arts	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

CMPT 422 Computer Organization	4 cr
CMPT 305 Technology, Ethics, and Society	3 cr
Concentration Elective	4 cr
Core Literature	3 cr
	<u>14 cr</u>

SPRING

MATH 241 Calculus 1	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core History	<u>3 cr</u>
	15 cr

SPRING

CMPT 435 Algorithm Analysis and Design	3 cr
Concentration Elective	4 cr
Concentration Elective	3 cr
Core Social Science	3 cr
Core Science	<u>3 cr</u>
	16 cr

NOTE: Students selected for Five-Year Program at this point.

SENIOR YEAR

FALL

MSCS 510 Software Design and Development	4 cr
Concentration Elective	4 cr
Core Pathway	<u>6 cr</u>
	14 cr

SPRING

MSCS 542 Database Management Systems	4 cr
Core Pathway	6 cr
Track I	<u>4 cr</u>
	14 cr

FIFTH YEAR

FALL

MSCS 630 Security Protocols	4 cr
MSCS Grad Elective	4 cr
Track 2 course	<u>4 cr</u>
	12 cr

SPRING

MSCS 710 Project	4 cr
MSCS Grad Elective	4 cr
MSCS Grad Elective	<u>4 cr</u>
	12 cr

CRIMINAL JUSTICE

JULIE B. RAINES, J.D., Ph.D., *Department Chair*

MISSION:

The major in Criminal Justice combines a broad Core/Liberal Arts curriculum with the theory, practice, and experience specific to criminal justice. All courses focus on the study of crime from a variety of perspectives: cause of crime, societal reaction, judicial processing and treatment of offenders, as well as the philosophy and practice of social control and administration of criminal behavior. Emphasis is also placed on critical thinking and problem solving.

The curriculum culminates with two senior seminar courses, which brings together all facets of the Marist College undergraduate experience and the lessons learned in the major. A mandatory six-credit internship enables the Criminal Justice major to experience practical criminal justice from a variety of criminal justice and allied agencies. Internship placements include the range of federal, state, and local agencies.

Experiencing criminal justice in both the classroom and professional world enables students to make informed career choices. Major curriculum completion, coupled with all Core/Liberal Arts requirements, leads to the Bachelor of Science degree in Criminal Justice. A minor in Criminal Justice is also available.

It is possible for students who plan carefully early in their college careers to double major in Criminal Justice and Psychology. To pursue this option, students should contact the Chair of Criminal Justice or Psychology.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Course Requirements in Criminal Justice

- CRJU 101 Introduction to Criminal Justice
- CRJU 202 Criminology
- CRJU 221/POSC 221 Law and Society*
- CRJU 230 Policing in America
- CRJU 235 Corrections
- CRJU 250 Introduction to U.S. Courts
- CRJU 301 Criminal Justice Organization and Administration
- CRJU 303 Criminal Law
- CRJU 304 Criminal Procedure
- CRJU 305 Juvenile Justice System
- CRJU 370 Theories of Punishment
- CRJU 374 Criminal Justice Research Methods
- CRJU 440 Cross Cultural Criminal Justice Systems
- CRJU 477 Senior Seminar: Capping Course

CRJU 496 Criminal Justice Internship I		
CRJU 497 Criminal Justice Internship II		48 cr
1.1 Two additional Criminal Justice courses from:		
CRJU 206 Criminal and Scientific Investigation		
CRJU 223 Juvenile Delinquency		
CRJU 242 Drug and Alcohol Use and Abuse		
CRJU 314 Race and Crime		
CRJU 340 The Federal Criminal Justice System		
CRJU 348/PSYC 348 Psychological Perspectives on Criminal Behavior		
CRJU 350 Organized Crime		
CRJU 375 Program Planning and Evaluation		
CRJU 377 Terrorism		6 cr
1.2 Recommended		
CRJU 105 Criminal Justice Information Literacy		<u>1 cr</u>
Credit Requirement in Criminal Justice		54-55 cr
2.0 Course Requirements in Related Fields		
MATH 130 Introductory Statistics I**		3 cr
POSC 110 American National Government*		<u>3 cr</u>
Credit Requirement in Related Fields		<u>6 cr</u>
* Fulfills Social Science Core/LS requirement		
** Fulfills one Core/LS Math requirement		
Total Credit Requirement for a Major in Criminal Justice		60-61 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar		4 cr
ENG 120 Writing for College		<u>3 cr</u>
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives		3 cr
Ethics, Applied Ethics, or Religious Studies		3 cr
Fine Arts		3 cr
History		3 cr
Literature		3 cr
Mathematics		0 cr
Natural Science		3 cr
Social Science		<u>0 cr</u>
		18 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement		37 cr
4.0 Electives		<u>22-23 cr</u>
Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN CRIMINAL JUSTICE

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENGL 120 Writing for College	3 cr
CRJU 101 Intro to Criminal Justice	3 cr
CRJU 105 Criminal Justice Info Lit	<u>1 cr</u>
	14 cr

SOPHOMORE YEAR

FALL

CRJU 235 Corrections	3 cr
CRJU 221 Law & Society	3 cr
Core/LS Literature	3 cr
Core/LS Science	3 cr
CRJU Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

CRJU 303 Criminal Law	3 cr
CRJU 374 CJ Research Methods	3 cr
Core/LS	3 cr
CRJU 370 Theories	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

CRJU 440 Cross Cultural	3 cr
CRJU 496 Internship	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

CRJU 202 Criminology	3 cr
Core/LS History	3 cr
Core/LS Fine Arts	3 cr
CRJU 230 Policing in America	3 cr
POSC 110 American National Government	<u>3 cr</u>
	15 cr

SPRING

CRJU 250 US Courts	3 cr
CRJU 301 CJ Organization & Admin.	3 cr
MATH 130 Intro To Statistics	3 cr
Core/LS	3 cr
CRJU 305 Juv Justice	<u>3 cr</u>
	15 cr

SPRING

CRJU 304 Criminal Procedure	3 cr
CRJU Elective	3 cr
PHIL 200 Ethics	3 cr
Core/LS	3 cr
General Elective	<u>4 cr</u>
	16 cr

SPRING

CRJU 477 Capping	3 cr
CRJU 497 Internship	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

REQUIREMENTS FOR A MINOR IN CRIMINAL JUSTICE

- 1.0 CRJU 101 Introduction to Criminal Justice
 CRJU 202 Criminology
 CRJU 304 Criminal Procedure II: Constitutional Law
 CRJU 370 Theories of Punishment

And one of the following:

- CRJU 305 Juvenile Justice System
 CRJU 230 Policing in America
 CRJU 235 Corrections
 CRJU 250 Introduction to U.S. Courts

Total Credit Requirement for a Minor in Criminal Justice

15 cr

SEE THE RECOMMENDED PROGRAM SEQUENCE FOR DUAL MAJOR IN CRIMINAL JUSTICE/PSYCHOLOGY PRESENTED WITH THE PSYCHOLOGY MAJOR.

ECONOMICS

ANN DAVIS, Ph.D., *Chairperson*

MISSION AND OBJECTIVES:

The mission of the economics program is to complement students' liberal arts education with a thorough understanding of economics and its use in applied fields such as monetary, international, and environmental economics within a supportive, interactive, and personalized learning environment. This program prepares students for entry-level positions in business, nonprofit organizations, and government and for graduate study in economics, business, and law.

The objectives of the program of study in economics for the student are:

- (1) to understand the market economy and its behavior, growth, and stability in a broad conceptual framework for the identification of economic issues and the analysis of economic conditions as related to business and society to guide policy;
- (2) to develop analytical skills and comprehend quantitative techniques in order to apply them to the analysis of economic activities and their fluctuations to infer and foresee economic relationships and trends;

- (3) to develop a critical understanding of diverse perspectives in the rapidly changing global economy;
- (4) to develop an understanding of the ethical issues that arise in the formation of economic policy;
- (5) to develop communication skills through both written and oral presentation.

The Economics Major (30 credits)

The major in Economics provides both a theoretical foundation and an exposure to the application of economic theory.

Theoretical Foundation (12 credits)

ECON 103 Principles of Microeconomics	3 cr
ECON 104 Principles of Macroeconomics	3 cr
ECON 303 Intermediate Microeconomic Theory	3 cr
ECON 304 Intermediate Macroeconomic Theory	3 cr

Application of Theory (15 credits)

The student selects five courses from the various applied courses in economics. These courses are in areas such as Environmental Economics, Labor Economics, Financial Markets and Institutions, Economic Development, Quantitative Methods in Economics and Business, Public Finance, Money and Banking, International Financial Policies and Issues, and International Economics.

The Integrative Capping Course (3 credits)

This course requires significant research, scholarly writing, and oral presentation of a major topic in economics that integrates the students' study of economics with their study of the broader liberal arts.

ECON 477 Contemporary Economic Issues	3 cr
---------------------------------------	------

The Technical and Analytical Foundation (12-13 credits)

The following courses provide the economics major with the tools needed for economic analysis:

CMPT 103 Technology for the 21st Century	3 cr
MATH 130 Introductory Statistics I	3 cr
MATH 115 Calculus with Management Applications OR	
MATH 241 Calculus I	3-4 cr

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF ARTS IN ECONOMICS

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Economics		
	Theoretical Foundation	12 cr	
	Application of Theory	15 cr	
	Integrative Capping Course	<u>3 cr</u>	
	Credit Requirement in Economics		30 cr
2.0	Course Requirements in Related Fields		
	CMPT 103 Technology for the 21st Century	3 cr	
	MATH 130 Introductory Statistics I	3 cr	
	MATH 115 Calculus with Management Applications OR		
	MATH 241 Calculus I	<u>3-4 cr</u>	
	Credit Requirement in Related Fields		<u>9-10 cr</u>
Total Credit Requirement for a Major in Economics			39-40 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr

Pathway* 12 cr
 Courses addressing an interdisciplinary topic.

Total Core/Liberal Studies Requirement 37 cr

4.0 Electives 43-44 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN ECONOMICS

Introductory-Level Courses

ECON 103 Principles of Microeconomics	3 cr	
ECON 104 Principles of Macroeconomics	3 cr	
MATH 130 Introductory Statistics I	3 cr	
MATH 115 Calculus with Management Applications OR		
MATH 241 Calculus I	<u>3-4 cr</u>	12-13 cr

Upper-Level Courses

ECON 303 Intermediate Microeconomic Theory	3 cr
ECON 304 Intermediate Macroeconomic Theory	3 cr

Two courses from the following:

	<u>6 cr</u>
ECON 305 Environmental Economics	
ECON 310 Labor Economics	
ECON 315 Money and Banking	
ECON 320 Quantitative Methods in Economics and Business	
ECON 321 Public Finance	
ECON 340 Economic Development: Towards Global Equality	
ECON 422 Financial Markets and Industries	
ECON 432 International Financial Policies and Issues	
ECON 442 International Economics	
ECON 443 History of Economic Thought	

12 cr

Total Credit Requirement for a Minor in Economics 24-25 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ECONOMICS

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
ECON 103 Principles of Microeconomics	3 cr
CMPT 103 Technology for 21st Century	3 cr
MATH 120 Precalculus OR Elective	3 cr
	<u>16 cr</u>

SPRING

PHIL 101 Philosophical Perspectives	3 cr
ECON 104 Principles of Macroeconomics	3 cr
MATH 241 Calculus I OR	3-4 cr
MATH 115 Calculus/Mgmt Applications	
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15-16 cr

SOPHOMORE YEAR

FALL

ECON 303 Intermediate Microeconomics	3 cr
MATH 130 Introductory Statistics	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

ECON 304 Intermediate Macroeconomics	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Economics Elective	3 cr
Core/LS Distribution	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

Economics Elective	3 cr
Economics Elective	3 cr
Elective (liberal arts)	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

Economics Elective	3 cr
Economics Elective	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

ECON 477 Contemporary Economic Issues	3 cr
Core/LS Distribution	3 cr
Elective (liberal arts)	3 cr
Elective (liberal arts)	3 cr
Elective	<u>2 cr</u>
	14 cr

EDUCATION

EDWARD J. SULLIVAN, Ed.D., *Associate Dean for Teacher Education*

MISSION:

Preparing reflective professionals who think critically and work collaboratively to help all students learn.

The teacher education programs are designed to develop reflective professionals. The programs of study integrate a strong liberal arts foundation with research-validated pedagogical knowledge. As members of a community of learners, candidates are expected to master the personal and professional knowledge, skills, and dispositions needed to teach and assess students within the full range of individual abilities, to evaluate and improve teaching, to develop creative standards-based curricula, and to contribute as effective teachers and leaders in their schools and communities. The roles of research and technology and the importance of critical thinking, creative problem solving, and multicultural and global perspectives are emphasized.

GENERAL DESCRIPTION AND REQUIREMENTS

Marist College offers New York State approved and registered undergraduate programs leading to initial certification in the following fields and continues to update programs to maintain compliance with New York State teacher education requirements. The Professional Education Unit at Marist College is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at Marist College located in Poughkeepsie, New York. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

Childhood Education/Students with Disabilities 1-6 (dual certification only). The program of study leading to dual certification in **Childhood Education/Students with Disabilities (1-6)** prepares graduates to teach in the general childhood education classrooms and in a variety of settings serving students with special educational needs. All dual certification candidates major in psychology. The psychology major provides a comprehensive understanding of human behavior and specifically emphasizes the physical, cognitive, social, and emotional development of children for successful learning in grades one through six. Eligible candidates may also choose to pursue a STEM or ELL track of study.

The program of study in **Adolescence Education (7-12)** integrates teacher preparation with an academic major in the secondary school subject area. Contact the Associate Dean of Teacher Education or the Director of Clinical Teacher Preparation and Certification for information.

Certain candidates may also choose to seek acceptance into the Accelerated Program, resulting in dual certification in Childhood Education 1-6 and Students with Disabilities 1-6 and the MA in Educational Psychology. Contact the Director of Graduate Education Programs for information.

To meet the remaining requirements for initial certification in New York State, all teaching candidates must pass New York State qualifying assessments and also meet a foreign-language requirement.

DUAL CERTIFICATION: CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES (1-6)

ADMISSION TO THE PROGRAM

Those interested in this program register with the Education Department in the first semester of freshman year to ensure timely completion of requirements necessary for admission to upper-level courses. Minimum requirements for the program are:

- 1) A grade-point average of 2.7 or higher
- 2) Grades of C+ or higher in required courses in the certification sequence

PROGRAM REQUIREMENTS

The following sections list the courses needed to satisfy: 1) the psychology major; 2) the course requirements in the certification sequence for the psychology major in childhood education/students with disabilities (1-6); and 3) Core/Liberal Studies requirements. Upon completion of these courses and the certification requirements described previously, the candidate earns a BA degree in Psychology and is eligible for dual certification.

Candidates who fail to maintain a 2.7 or higher GPA, or do not demonstrate the disposition necessary to assume the responsibilities of a classroom teacher, are subject to dismissal from the program after review by the Education Department.

Candidates who satisfactorily complete the bachelor's degree in the major and all education program requirements, including the achievement of qualifying scores on the New York State assessments, will be recommended for New York State Initial Certification in Childhood Education/Students with Disabilities (1-6).

REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY AND DUAL CERTIFICATION

1.0 Course Requirements in Psychology*		
PSYC 101 Introduction to Psychology*	3 cr	
PSYC 207 The Exceptional Child*	3 cr	
PSYC 208 Educational Psychology*	3 cr	
PSYC 301, 302, 303, 304, 305 or 306 Biopsychology or Neurobiology	4 cr	(1 course)
PSYC 317 Child Development*	3 cr	
PSYC 362 Measurement and Evaluation*	3 cr	

PSYC 372 Psychoeducational Assessment of Educational Disabilities*	3 cr
PSYC 350 Psychological Research Methodology and Lab I	4 cr
PSYC 478 Capping Course/Psychological Systems	3 cr
PSYC 479 Educational Psychology Senior Seminar	<u>1 cr</u>

* These courses require a grade of C+ or better.

Credit Requirement in Psychology 30 cr

2.0 Required Courses in Certification Sequence:*	
EDUC 091 Fieldwork in Education (taken during first year)	0 cr
EDUC 101 Foundations of Education	3 cr
EDUC 150 Learning Through Technology	3 cr
EDUC 241 Math for Elementary Teaching: Content and Methodology for General and Special Education	3 cr
EDUC 242 Science for Elementary Teaching: Content and Methodology for General and Special Education	3 cr
Note: EDUC 243 STEM 1 and EDUC 244 STEM II will substitute for EDUC 241 and EDUC 242, respectively	
EDUC 350 The Teaching of Language Arts: Processes and Strategies for General and Special Education	3 cr
EDUC 351 Literacy Learning & the Arts in the Social Studies Curriculum	3 cr
EDUC 352 Assessment and Remediation of Reading and Writing	3 cr
EDUC 373 Principles of Teaching Students with Special Needs	3 cr
EDUC 374 Curriculum Strategies for Students with Special Needs	3 cr
EDUC 376 Behavior Management Theories and Strategies for Students with Special Needs	3 cr
EDUC 462 Student Teaching	12 cr
SOC 336 Social Inequality	3 cr
Foreign Language**	3-6 cr
Other Field Requirements	
MATH 130 Introductory Statistics I	3 cr
HIST 218 History and Culture of the Mid-Hudson Valley OR HIST 220 New York: The Empire State (Certification Requirement)	<u>3 cr</u>

*With the exception of EDUC 091 and EDUC 462 (P/F grades), MATH 130 and HIST 218 or HIST 220, a grade of C+ or better is required in all courses.

** Six credits at the elementary level or three credits at the intermediate level satisfy the foreign-language requirement for teacher certification and can be fulfilled by AP courses.

Credit Requirement in Certification Sequence 54-57 cr

Total Credit Requirement for a Major in Psychology with Dual Education Certification 84-87 cr

3.0 Core/Liberal Studies requirements
(NOTE: Students with AP courses are encouraged to take additional electives toward a minor or to deepen their knowledge of the content areas they will teach.)

3.1 FOUNDATION	
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	7 cr
3.2 DISTRIBUTION	
Breadth	
PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	0 cr (fulfilled by major field req.)
Literature	3 cr
Mathematics	0 cr (fulfilled by major field req.)
Natural Science	3 cr
Social Science	<u>0 cr</u> (fulfilled by major field req.)
	15 cr
Pathway*	
Courses addressing an interdisciplinary topic.	<u>12 cr</u>

Total Core/Liberal Studies Requirement 34 cr

Total Credit Requirement for Graduation

121 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING DUAL CERTIFICATION

FRESHMAN YEAR (Same for Fall or Spring Student Teaching)**FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
EDUC 101 Foundations of Ed	3 cr
Core/LS	3 cr
	<hr/>
	16 cr

SPRING

PSYC 101 Intro to Psychology	3 cr
HIST 218 Hist & Cult Hudson Valley OR HIST 220 The Empire State	3 cr
MATH 130 Introduction to Statistics	3 cr
Core/LS	3 cr
Core/LS	3 cr
EDUC 091 Fieldwork In Ed	<u>0 cr</u>
	15 cr

OPTION I – FALL STUDENT TEACHING**SOPHOMORE YEAR****FALL**

PSYC 207 Exceptional Child	3 cr
PSYC 208 Educational Psychology	3 cr
PSYC 317 Child Development	3 cr
EDUC 150 Learning Through Technology	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

EDUC 350 Teach of Lang Arts	3 cr
PSYC 350 Research Methods	4 cr
PSYC 362 Measurement & Evaluation	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

JUNIOR YEAR**FALL**

EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
PSYC 301, 302, 303, 304, 305 (Choose One)	4 cr
PSYC 372 Psychoeducational Assessmt	3 cr
EDUC 373 Princ Tchg Stu w/Spec Needs	3 cr
EDUC 376 Behavior Management	3 cr
	<hr/>
	16 cr

SPRING

EDUC 352 Assess & Rem of Reading & Writ	3 cr
EDUC 241 Math Elem Teach/Methods	3 cr
EDUC 242 Science Elem Teach/Methods	3 cr
EDUC 374 Curric Stat Stud w/Spec Needs	3 cr
Core/LS, Elective or Abroad Attachment	3 cr
PSYC 479 PSYC Seminar	1 cr
EDUC 243 and EDUC 244 substitute for EDUC 241 and EDUC 242	<hr/>
	16 cr

SENIOR YEAR**FALL**

EDUC 462 Student Teaching	12 cr
	<hr/>
	12 cr

SPRING

PSYC 478 Capping	3 cr
Core/LS or Elective (Ethics)	3 cr
Core/LS or Elective	3 cr
Core/LS or Elective	3 cr
Core/LS	<u>3 cr</u>
	15 cr

OPTION II – SPRING STUDENT TEACHING**SOPHOMORE YEAR****FALL**

PSYC 207 Exceptional Child	3 cr
PSYC 208 Educational Psychology	3 cr
PSYC 317 Child Development	3 cr
EDUC 150 Learning Through Technology	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

EDUC 350 Teach of Lang Arts	3 cr
PSYC 350 Research Methods	4 cr
PSYC 362 Measurement & Evaluation	3 cr
PSYC 372 Psychoeducational Assessment	3 cr
Core/LS or Elective	<u>3 cr</u>
	16 cr

SPRING

EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
EDUC 373 Princ Tchg Stu w/Spec Needs	3 cr
EDUC 376 Behavior Management	3 cr
PSYC 301, 302, 303, 304, 305 (Choose One)	4 cr
Core/LS or Elective	<u>3 cr</u>
	16 cr

SENIOR YEAR

FALL

EDUC 352 Ass & Remed of Read/Writing	3 cr
EDUC 241 Math Elem Teach/Methods	3 cr
EDUC 242 Science for Elem Teaching	3 cr
EDUC 243 & 244 substitute for EDUC 241 & 242	
EDUC 374 Curric Strat Stu w/Spec Needs	3 cr
PSYC 478 Capping Course	3 cr
PSYC 479 Psych Seminar	<u>1 cr</u>
	16 cr

SPRING

EDUC 462 Student Teaching	12 cr
	<u>12 cr</u>

ADOLESCENCE EDUCATION – INITIAL CERTIFICATION 7-12

Marist College offers teaching certification at the Secondary level for the following majors:

- English
- French
- Social Studies (History)
- Spanish
- Mathematics
- Biology
- Chemistry

ADMISSION TO THE PROGRAM

Those who declare their intention to seek teaching certification in their academic major are assigned an education advisor as well as a major-field faculty advisor. During freshman and sophomore years, candidates meet with both advisors to design their program of study and to ensure that they will meet the requirements for admission to the secondary program in their junior year. Admission is based on the following minimum guidelines:

- A major-field grade-point average established by the content area department
- A minimum overall grade-point average of 2.7
- Grades of C+ or higher in all required courses in the teacher certification sequence
- Two letters of recommendation from college faculty*
- Interview by members of the Adolescence Education Council as deemed necessary

* One letter must be from a major-field faculty member. Transfer candidates must submit one recommendation from a faculty member at the college previously attended.

PROGRAM REQUIREMENTS

Candidates who fail to maintain a 2.7 or higher GPA, or do not demonstrate the disposition necessary to assume the responsibilities of a classroom teacher, are subject to dismissal from the program after review by the Education Department.

NEW YORK STATE CERTIFICATION

Candidates who satisfactorily complete the bachelor's degree in the major and all education program requirements, including the achievement of qualifying scores on required New York State assessment, will be recommended for New York State Initial Certification in their subject area, grades 7-12.

Required Courses in the Certification Sequence*

PSYC 101 Introduction to Psychology (prerequisite for upper-level psychology courses)	3 cr
PSYC 207 Exceptional Child	3 cr
PSYC 318 Psychology of the Adolescent	3 cr
EDUC 101 Foundations of Education	3 cr
EDUC 150 Learning Through Technology	3 cr
EDUC 354 Teaching of the Language Arts	3 cr
EDUC 355 Teaching Language Arts in the Content Areas	3 cr
EDUC 410 Participation/Observation in Secondary Schools (taken concurrently with Content Methods)	1 cr
EDUC 420 – 428 Methods of Teaching (content) in Secondary Schools**	3 cr
EDUC 464 Student Teaching in the Secondary Schools	12 cr
Foreign Language***	3-6 cr

*With the exception of Student Teaching (P/F), a grade of C+ or better is required in all courses in this certification sequence.

**Course prefix is same as content major.

***Six credits at the elementary level or three credits at the intermediate level satisfy the state foreign-language requirement for teacher certification and may be fulfilled by AP courses.

Credit Requirement in Certification Sequence

40-43 cr

RECOMMENDED PROGRAM SEQUENCE FOR CERTIFICATION REQUIREMENTS IN ADOLESCENCE EDUCATION (GRADES 7–12)

New York State Teaching Certification

Candidates who satisfactorily complete the bachelor's degree in the major and all education program requirements, including the achievement of qualifying scores on the New York State assessments, will be recommended for New York State Initial Certification in their subject area, grades 7-12.

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
EDUC 101 Foundation of Education	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr

SPRING

Psyc 101 Introduction to Psychology	3 cr
-------------------------------------	------

SOPHOMORE YEAR

FALL

PSYC 207 Exceptional Child	3 cr
Foreign Language Requirement	3 cr
EDUC 150 Learning Through Technology	3 cr

SPRING

PSYC 318 Psychology of the Adolescent	3 cr
Foreign Language Requirement	3 cr

OPTION I – Fall Student Teaching in Senior Year and NOT going Abroad

JUNIOR YEAR

FALL

EDUC 354 Teaching of Lang Arts Adol	3 cr
-------------------------------------	------

SPRING

EDUC 355 Teaching Reading & Writing	3 cr
EDUC 410 Part/Obs Secondary Schools	1 cr
EDUC 420-428N Meth Teach Sec. Schools	3 cr

SENIOR YEAR

FALL

EDUC 464 Stu Teach Secondary Schools	12 cr
--------------------------------------	-------

SPRING

OPTION II – Fall Student Teaching in Senior Year and Going Abroad

JUNIOR YEAR

FALL

Abroad	12-15 cr
--------	----------

SPRING

EDUC 354 Teaching the Lang Arts	3 cr
---------------------------------	------

SENIOR YEAR

FALL

EDUC 355 Teach Lang Arts Content Area	3 cr
EDUC 420-428 Methods of Teach Content Area in Secondary Schools	3 cr
EDUC 410 Part/Obs Secondary Schools	1 cr

SPRING

EDUC 462 Stu Teach Secondary Schools	12 cr
--------------------------------------	-------

5 YEAR B.A. PSYCHOLOGY/M.A. EDUCATIONAL PSYCHOLOGY PROGRAM

This program is an extension of the Marist undergraduate Dual Certificate Program in Childhood grades 1-6/Students with Disabilities grades 1-6. Outstanding, academically successful (minimum of 3.2 GPA), and highly motivated Marist undergraduate candidates in Psychology and the Dual-Certificate education program may consider applying to the five-year program which combines the Psychology in Childhood 1-6/Students with Disabilities 1-6 undergraduate program with the M.A. in Educational Psychology program. Marist candidates in the five-year program will receive a B.A. in Psychology, earn a New York State Initial Teaching Certificate in Childhood Education 1-6/ Students with Disabilities grades 1-6, as well as an M.A. in Educational Psychology. The five-year program is a 36-credit graduate program. In this program candidates complete 12 credits of graduate courses starting in the spring semester of their junior year, prior to the completion of the B.A. degree program. Student teaching will be completed in the spring semester of their senior year as part of the B.S. degree requirement. The remaining 24 credits are completed in the fifth year, with graduate student status. Admission to this program is granted to qualified applicants in the fall semester of their junior year. The program is a cohort-based program and fits only for undergraduate candidates who graduate with their Bachelor degree in spring. Inquiry about admission should be made to the Director of Graduate Education Programs (Dr. Zsuzsanna Szabo, zsuzsanna.szabo@marist.edu). Application should be submitted in the fall semester of the junior year.

ENGLISH

TOMMY ZURHELLEN, M.F.A., Chairperson

MISSION:

The English program offers concentrations in literature, writing, and theatre; the goals and principles underlying these concentrations are the same:

- (1) To increase the student's appreciation and understanding of the literary, pragmatic, rhetorical, and dramatic uses of language.
- (2) To develop the student's ability to write effectively in a variety of situations.
- (3) To help the student become more receptive to the many-sided pleasures of reading, writing, and oral presentation.
- (4) To enable the student to see how literary and nonliterary texts illuminate the complexity of human experience.
- (5) To heighten the student's awareness of the moral and ethical implications of literary and nonliterary texts.
- (6) To foster the student's intellectual, aesthetic, and professional creativity.

The professional goals of the three concentrations are similar:

- (1) To prepare students for careers utilizing analytical writing skills and/or performance skills in such fields as business, industry, education, government, theatre, and media.
- (2) To prepare students for graduate studies in literature and writing and in fields that require analytic, interpretive, and writing skills.
- (3) In conjunction with the Teacher Education Program, to prepare students for careers in secondary education.

THEATRE PROGRAM

The Theatre Program is the production laboratory to the English Department's Concentration in Theatre and Theatre Minor. Open to students of all majors, the Theatre Program produces two mainstage productions per year, professional workshops and student projects. A host of theatre courses are offered each year as well. The Marist Theatre Program also includes the student-theatre organization, MCCTA. MCCTA produces several productions a year, including a musical, a comedy or drama, an original play festival and an improv troupe.

WRITING PROGRAM

The Writing Program includes not only the variety of courses offered by the English Department's Concentration in Writing and Creative Writing Minor, but also the diverse array of student events and activities of interest to writers outside the classroom. This includes regular visits to campus by established writers in all genres, student readings, excursions to places of literary interest, and popular campus-wide events like the Red Fox Poetry slam. All Marist students are welcome to participate in Writing Program events, regardless of major. Student organizations like the Literary Arts Society and Sigma Tau Delta (English Honors Society) are active in planning many of these annual events, and always welcome new members.

CONCENTRATION IN LITERATURE

The literature concentration provides students with a sense of the historical development of the Western literary tradition, especially that of English and American Literature. Students also examine how that tradition is continually re-formed and reshaped as writers from previously excluded cultural traditions and once-marginalized groups are added to the canon. Students in the concentration develop the analytical skills and the critical language to describe, analyze, and evaluate literary texts.

Internships within the English department offer students the opportunity to gain experience in research and teaching, while internships in the private and public sectors present students with the opportunity to gain work experience that utilizes the analytical, interpretive, and writing skills that the concentration fosters.

CONCENTRATION IN WRITING

The writing concentration develops the student's skills in a number of different forms: literary writing, technical and professional communication, print, and writing on-line. Students also have the opportunity to fulfill requirements for the concentration by taking writing courses offered by other divisions of the College (e.g., Writing for Radio and TV and a variety of Journalism courses).

Internships with business, media, and civic organizations offer students in the writing concentration the opportunity to gain work experience that utilizes the writing and analytical skills that the concentration develops.

CONCENTRATION IN THEATRE

The concentration in theatre offers the student the opportunity to study theatre as the written and spoken work combined with movement in the art of performance.

The play is studied for its literary qualities and as a blueprint for production. New, exciting approaches to interrogating the text and describing the complexity of its sign-system come from changes in the nature and function of literary criticism. While some courses include scene studies, others may be tied to on-campus productions.

Internships in the broad arena of theatre-related activities are possible and require significant dedication to skill development related to the specific focus of the individual internship.

HONORS IN ENGLISH

Up to 10% of graduating seniors in English will be awarded honors in the major on the basis of demonstrated excellence and achievement. Departmental faculty will select recipients each spring from among seniors meeting the following criteria:

- (a) a minimum of 60 credits earned at Marist College; a minimum of 27 credits earned in English at Marist College;
- (b) a minimum cumulative G.P.A. of 3.25 overall;
- (c) a minimum G.P.A. of 3.5 in English courses;
- (d) distinguished achievement in a senior Capping Course project, which may take as its focus (1) research, (2) analysis, or (3) creative expression.

REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

Concentration in Literature

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Major Foundation Courses:

ENG 270 Classics of Western Literature

12 cr

ENG 150 Introduction to Theatre
 ENG 180 Literary Study
 ENG 185 Writing as a Discipline

1.2	Upper-Level Distribution (all courses at 300 level or higher) (Must be chosen in consultation with academic advisor) 2 chronologically contiguous period courses 1 genre course 1 single-author course 1 theory course 1 comparative, or ethnic, or national (non-Anglo-American) course	18 cr
1.3	Elective Concentration (all courses at 300 level or higher) (Must be chosen in consultation with academic advisor) 3 courses with an identifiable connection ENG 440 Senior Research Methods	12 cr
1.4	Capping Course ENG 477	<u>3 cr</u>

Credit Requirement for the Concentration in Literature 45 cr

Notes: (a) A student may substitute a maximum of one 3-credit course in Independent Research for a required upper-level course.
 (b) A student may apply a maximum of one literature-in-translation course toward an English major.

2.0	Course Requirements in Related Fields: Foreign Language: Two courses at the elementary level or one course at the intermediate level or above	<u>3-6 cr</u>
-----	---	---------------

Total Credit Requirement for a Major in English 48-51 cr

3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION FYS 101 First Year Seminar ENG 120 Writing for College	4 cr <u>3 cr</u> 7 cr
3.2	DISTRIBUTION Breadth PHIL 101 Philosophical Perspectives Ethics, Applied Ethics, or Religious Studies Fine Arts History Literature Mathematics Natural Science Social Science	3 cr 3 cr 3 cr 3 cr 0 cr (fulfilled by major field req.) 3 cr 3 cr <u>3 cr</u> 21 cr
	Pathway* Courses addressing an interdisciplinary topic.	<u>12 cr</u>

Total Core/Liberal Studies Requirement 40 cr

4.0	Electives	<u>29-32 cr</u>
-----	-----------	-----------------

Total Credit Requirement for Graduation 120 cr

5.0 Students are encouraged to pursue a minor in a different field to give structure and coherence to their programs.

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

Concentration in Writing

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Major Foundation Courses:	12 cr
	ENG 270 Classics of Western Literature	
	ENG 150 Introduction to Theatre	
	ENG 180 Literary Study	
	ENG 185 Writing as a Discipline	
1.1	Writing Concentration Foundation Courses:	6 cr
	ENG 218 Grammar, Style, and Editing	
	ENG 222 Introduction to Professional Writing OR	
	ENG 280 Creative Writing	
1.2	Upper-Level Writing Requirement	15 cr
	Theory: One course from the following:	
	ENG 301, ENG 302, ENG 308, ENG 351	
	Three 300-level writing courses	
	ENG 490 or 3-credit Internship in Writing	
1.3	Upper-Level Literature Requirement	9 cr
	Three 300-level literature courses	
1.4	Capping Course	<u>3 cr</u>
	ENG 477	

Credit Requirement for the Concentration in Writing 45 cr

Notes: (a) A student may substitute a maximum of one 3-credit course in Independent Research for a required upper-level course.
 (b) A student may apply a maximum of one literature-in-translation course toward an English major.

2.0	Course Requirements in Related Fields: Foreign Language:	
	Two courses at the elementary level or one course	
	at the intermediate level or above	3-6 cr

Total Credit Requirement for a Major in English 48-51 cr

3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	FYS 101 First Year Seminar	4 cr
	ENG 120 Writing for College	<u>3 cr</u>
		7 cr
3.2	DISTRIBUTION	
	Breadth	
	PHIL 101 Philosophical Perspectives	3 cr
	Ethics, Applied Ethics, or Religious Studies	3 cr
	Fine Arts	3 cr
	History	3 cr
	Literature	0 cr (fulfilled by major field req.)
	Mathematics	3 cr
	Natural Science	3 cr
	Social Science	<u>3 cr</u>
		21 cr
	Pathway*	<u>12 cr</u>
	Courses addressing an interdisciplinary topic.	

Total Core/Liberal Studies Requirement 40 cr

4.0	Electives	<u>29-32 cr</u>
-----	-----------	-----------------

Total Credit Requirement for Graduation 120 cr

5.0 Students are encouraged to pursue a minor in a different field to give structure and coherence to their programs.

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements

REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

Concentration in Theatre

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Major Foundation Courses: 12 cr
ENG 270 Classics of Western Literature
ENG 150 Introduction to Theatre
ENG 180 Literary Study
ENG 185 Writing as a Discipline

1.2 Course Requirements in sophomore, junior, and senior year are:
Ten courses selected as follows:
Five Theatre Arts Courses: 15 cr
ENG 227 Acting I
ENG 229 Theatre Practicum (one credit, may be taken up to three times
for a total of three credits)
ENG 241 Acting II
ENG 310 Playwriting Workshop
ENG 349 Acting III
ENG 350 Directing
ENG 451 Theatre Workshop
Appropriate Special-Topics Course

Five Dramatic Literature Courses: 15 cr
ENG 325 Shakespeare
AND
Four of the following:
ENG 320 English Drama I
ENG 321 English Drama II
ENG 340 American Drama I
ENG 341 American Drama II
ENG 355 History of the Modern Theatre
ENG 363 Modern Drama
Appropriate Special-Topics Course

1.3 Capping Course 3 cr
ENG 477

Credit Requirement for the Concentration in Theatre 45 cr

Notes: (a) A student may substitute ENG 497 Internship in English Theatre for one upper-level Theatre Arts or Dramatic Literature course.
(b) A student may substitute a maximum of one 3-credit course in Independent Research for a required upper-level course.
(c) A student may apply a maximum of one appropriate literature-in-translation course toward an upper-level Dramatic Literature requirement.

2.0 Courses Required in Related Fields: Foreign Language:
Two courses at the elementary level or one course
at the intermediate level or above 3-6 cr

Total Credit Requirement for a Major in English 48-51 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION
FYS 101 First Year Seminar 4 cr
ENG 120 Writing for College 3 cr
7 cr

3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	0 cr	(fulfilled by major field req.)
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			21 cr
	Pathway*		12 cr
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		40 cr

4.0	Electives		<u>29-32 cr</u>
	Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: ENGLISH (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: English (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 102 of this catalog.

REQUIREMENTS FOR A MINOR IN ENGLISH

1.0	Foundation Courses	6 cr
	ENG 180 Introduction to Literary Study	
	ENG 270 Classics of Western Literature	
2.0	Any four 300-400 level literature courses (not to include writing workshops or theatre arts courses)	<u>12 cr</u>
	Total Credit Requirement for a Minor In English Literature	18 cr

REQUIREMENTS FOR A MINOR IN THEATRE

1.0	Foundation Course	3 cr
	ENG 150 Introduction to Theatre	
2.0	Required Course	3 cr
	ENG 325 Shakespeare	
	Any two of the following sequences:	<u>12 cr</u>
3.0	Performance Sequence	
	Two of the following:	
	ENG 227 Acting I	
	ENG 241 Acting II	
	ENG 349 Acting III (NOTE: This course can also count as part of the Production sequence.)	
	Appropriate Special-Topics course	
4.0	Production Sequence	
	Two of the following:	
	ENG 229 Theatre Practicum (one credit, may be taken up to three times for a total of three credits)	
	ENG 310 Workshop in Playwriting	

ENG 349 Acting III
 ENG 350 Directing
 ENG 451 Theatre Workshop
 Appropriate Special-Topics course

- 5.0 Dramatic Literature Sequence
 Two of the following:
 ENG 320 English Drama I
 ENG 321 English Drama II
 ENG 340 American Drama I
 ENG 341 American Drama II
 ENG 355 History of Modern Theatre
 ENG 363 Modern Drama
 Appropriate Special-Topics course

Total Credit Requirement for a Minor in Theatre 18 cr

REQUIREMENTS FOR A MINOR IN PROFESSIONAL WRITING

- 1.0 Foundation Courses 9 cr
 ENG 185 Writing as a Discipline
 ENG 218 Grammar, Style, and Editing
 ENG 230 Workshop in Editing and Revision
- 2.0 Upper-Level Writing Requirements 9 cr
 Three 300-level writing courses
 (May include Independent Writing Project or Internship)

Total Credit Requirement for a Minor in Writing 18 cr

REQUIREMENTS FOR A MINOR IN CREATIVE WRITING

- 1.0 Foundation Course 3 cr
 ENG 280 Introduction to Creative Writing
- 2.0 Required Course 3 cr
 ENG 218 Grammar, Style and Editing
- 3.0 Four (4) of the following courses: 12 cr
 ENG 310 Playwriting Workshop
 ENG 311 Poetry Workshop
 ENG 380 Nonfiction Workshop
 ENG 382 Fiction Workshop
 ENG 392 Special Topics (in Writing)
 ENG 490 Independent Writing Project
- 4.0 Any one (1) Forms (ENG 318) class in Playwriting, Poetry,
 Fiction or Nonfiction 1 cr

Total Credit Requirement for a Minor in Creative Writing 19 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ENGLISH (LITERATURE)

FRESHMAN YEAR

FALL		SPRING	
FYS 101 First Year Seminar	4 cr	Core/LS	3 cr
PHIL 101 Philosophical Perspectives	3 cr	Core/LS	3 cr
ENG 120 Writing for College	3 cr	Elective or minor	3 cr
English Foundation Course	3 cr	English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>	English Foundation Course	<u>3 cr</u>
	16 cr		15 cr

SOPHOMORE YEAR

FALL		SPRING	
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Core/LS	3 cr
Foreign Language	3 cr	Foreign Language	3 cr
Upper Level	3 cr	Upper Level	3 cr
Elective or minor	<u>3 cr</u>	Upper Level	<u>3 cr</u>
	15 cr		15 cr

JUNIOR YEAR**FALL**

Core/LS	3 cr
Core/LS	3 cr
Upper Level	3 cr
Upper Level	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS or elective or minor	3 cr
Upper Level	3 cr
Upper Level	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

Core/LS or minor	3 cr
Core/LS or elective or minor	3 cr
Elective or minor	3 cr
Upper Level	3 cr
ENG 440 Research Methods	<u>3 cr</u>
	15 cr

SPRING

ENG 477 English Capping	3 cr
Upper Level	3 cr
Core/LS or minor	3 cr
Elective or minor	3 cr
Elective or minor	<u>2 cr</u>
	14 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ENGLISH
(THEATRE)****FRESHMAN YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>
	16 cr

SPRING

Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR**FALL**

Core/LS	3 cr
Core/LS	3 cr
Foreign Language	3 cr
Upper Level Dramatic Literature	3 cr
Theatre Arts Course	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS	3 cr
Foreign Language	3 cr
Upper Level Dramatic Literature	3 cr
Theatre Arts Course	<u>3 cr</u>
	15 cr

JUNIOR YEAR**FALL**

Core/LS	3 cr
Core/LS	3 cr
Upper Level Dramatic Literature	3 cr
Theatre Arts Course	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS or elective or minor	3 cr
Upper Level Dramatic Literature	3 cr
Theatre Arts Course	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

Core/LS or minor	3 cr
Core/LS or minor	3 cr
Elective or minor	3 cr
Elective or minor	3 cr
Upper Level Dramatic Literature	<u>3 cr</u>
	15 cr

SPRING

ENG 477 English Capping	3 cr
Theatre Arts Course	3 cr
Core/LS or elective or minor	3 cr
Elective or minor	3 cr
Elective or minor	<u>2 cr</u>
	14 cr

**RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ENGLISH
(WRITING)****FRESHMAN YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>
	16 cr

SPRING

Core/LS	3 cr
Core/LS	3 cr
Elective or minor	3 cr
English Foundation Course	3 cr
English Foundation Course	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

Core/LS	3 cr
Core/LS	3 cr
Foreign Language	3 cr
Upper Level Literature	3 cr
Writing Foundation	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS	3 cr
Foreign Language	3 cr
Upper Level Workshop	3 cr
Writing Foundation	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Core/LS	3 cr
Core/LS	3 cr
Upper Level Workshop	3 cr
Upper Level Literature or Theory	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS or elective or minor	3 cr
Upper Level Workshop	3 cr
ENG 490 or Internship	3 cr
Elective or minor	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

Core/LS or minor	3 cr
Core/LS or elective or minor	3 cr
Elective or minor	3 cr
Upper Level Literature or Theory	3 cr
Upper Level Workshop	<u>3 cr</u>
	15 cr

SPRING

ENG 477 English Capping	3 cr
Upper Level Literature or Theory	3 cr
Core/LS or minor	3 cr
Elective or minor	3 cr
Elective or minor	<u>2 cr</u>
	14 cr

ENVIRONMENTAL SCIENCE & POLICY

ZOFIA GAGNON, Ph.D., *Chair*

MISSION:

The mission of the Department of Environmental Science & Policy is to educate students to become professionals who understand and solve environmental problems and, more broadly, to create a Marist College student body with a high level of environmental consciousness. The demands upon Earth's natural resources and life-support systems increase each year as human population and consumption levels increase. Our ability to cope with such demands requires that we educate more of the population about environmental resources, problems, and solutions. Consequently, the Department educates majors to become knowledgeable, skilled professionals and educates non-majors to become highly responsible environmental citizens. Majors also are prepared for advanced courses and research in graduate programs.

The Department is an interactive community of faculty and students, committed to better understanding the environment and the problems confronting it, and to finding solutions to correct them. Students are actively engaged by faculty having diverse expertise in natural and social sciences related to study of the environment. We offer a stimulating and relevant curriculum that incorporates classroom, laboratory, field, research, internship, and seminar experiences. Through this curriculum, we educate for fundamental understanding of the structure and function of natural, economic, and political systems as they relate to the environment. Students come to appreciate the details, complexity, and interrelatedness of systems and problems. We also examine the effects of society's activities upon environmental resources and their relevance to human well-being.

Given the College's location, the Department seeks to integrate the ecological features and environmental affairs of the Hudson River Valley, as well as its rich history and culture, into its instructional, scholarly, service, and outreach activities. Moreover, the Department is committed to promoting and contributing to environmentally sustainable practices on campus and beyond. The Department is also committed to the continued professional growth of its faculty, through teaching refinement, scholarly activities, and service to various communities.

PROGRAM DESCRIPTION:

The Department of Environmental Science & Policy educates students to become professionals, which grants them the ability to understand and solve environmental problems. More broadly, the program works to develop a body of students within Marist College with a high level of environmental consciousness. The Department has gained a reputation for crafting students who are well-prepared for challenging environmental careers; whereby, employers, both government and private sectors, extol the knowledge and skills our students can and have demonstrated. Whether a student's interest pertains to the political, economic, legal, scientific, or natural aspects of the environment, the Department's program equips the students with a pertinent educational background that is molded to each student's individual needs and goals.

Located in New York's Hudson Valley, our courses offer numerous nearby sites well-suited for field study, and our new Mobile Aquatic Laboratory enables our students to enhance their hands-on skills with studies on the Hudson River. In addition, a vast array of internships are available to augment the learning experience.

For students whose ambition is to pursue graduate studies, our program has a very successful record of placing students in excellent graduate programs by providing a comprehensive undergraduate research experience that utilizes the most up-to-date laboratory equipment, which includes conference presentation opportunities.

This program is also well-suited to accommodate dual majors and minors, allowing students to strengthen their undergraduate education and career preparation.

NOTE: Please refer to <http://www.marist.edu/science/environmental/> for current information about the program.

The Environmental Science and Policy Environmental Assessment Concentration has been developed to prepare students for a career developing environmental impact statements investigating the significant short-term and long-term effects of plans, policies, or programs prior to implementation of the proposed action. Students also learn ways to minimize, mitigate, or eliminate the potential hazards. The rigorous and well-rounded coursework is highlighted with extensive field and laboratory experience involving up-to-date equipment and procedures, which students will encounter in the workplace. Upon completing the required OSHA course, students receive an OSHA certification, a very attractive accomplishment to potential employers in both government and private sectors.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE, ASSESSMENT CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Course Requirements in Environmental Science		
ENSC 101 Intro to Environmental Issues	3 cr	
ENSC 125 Field and Lab Experience	1 cr	
ENSC 202 Environmental Politics and Policy	3 cr	
ENSC 210 Intro to Geology	3 cr	
ENSC 212 Intro to Geology Laboratory	1 cr	
ENSC 230 Intro to GIS	3 cr	
ENSC 308 Introduction to Occupational Safety & Health	3 cr	
ENSC 310 Environmental Chemistry	3 cr	
ENSC 309 Environmental Chemistry Laboratory	1 cr	
ENSC 360 Ecology	4 cr	
ENSS 380 Environmental Assessment	3 cr	
ENSC 404 Environmental Toxicology	4 cr	
ENSC 415 Environmental Science Seminar	1 cr	
ENSC 425 Environmental Law	3 cr	
ENSC 426 Environmental Investigation & Remediation	3 cr	
ENSC 440 Research I OR		
ENSC 398 Internship I	3 cr	
ENSC 477 Environmental Science & Human Values (Capping)	<u>3 cr</u>	
Credit Requirement in Environmental Science		45 cr
2.0 Course Requirements in Related Fields		
BIOL 130 General Biology I	4 cr	
BIOL 131 General Biology II	4 cr	
BIOL 211 Plant Biology	4 cr	
CHEM 131 General Chemistry I	4 cr	
CHEM 132 General Chemistry II	4 cr	
CHEM 201 Intro to Organic Chemistry	3 cr	
CHEM 202 Intro to Organic Chemistry Laboratory	1 cr	
MATH 130 Intro to Statistics I	3 cr	
MATH 241 Calculus I	4 cr	
POSC 110 American National Government	<u>3 cr</u>	
Related Field Electives:		34 cr
Must select two additional courses from the following:		
BUS 380 Business Law I	3 cr	
ENSC 305 Environmental Economics	3 cr	
ENSC 306 Environmental Health	3 cr	
ENSC 315 Natural History of the Hudson Valley	3 cr	
ENSC 327 Freshwater Ecology	3 cr	
ENSC 330 Advanced GIS	3 cr	
ENSC 340 Epidemiology	3 cr	
ENSC 420 Environmental Planning	3 cr	
PHYS 201 College Physics I	3 cr	
POSC 240 Intro to Public Policy	<u>3 cr</u>	
		7 cr
Credit Requirement in Related Fields		30 cr
Total Credit Requirement for a Major in Environmental Science & Policy, Assessment Concentration		86 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar:	4 cr	
ENG 120 Writing for College:	3 cr	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophy:	3 cr	
Ethics, Applied Ethics, or Religion:	3 cr	
Fine Arts:	3 cr	

History:		3 cr	3 cr
Literature:			
Mathematics: (fulfilled by major req)		0 cr	
Natural Science: (fulfilled by major req)		0 cr	
Social Science: (fulfilled by major req)		0 cr	
			15 cr
Pathway*			12 cr
Courses addressing an interdisciplinary topic.			

3.0 Total **34 cr**
Total Credit Required for Graduation **120 cr**

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

Students enrolled in the Environmental Science and Policy Science Concentration can expect a rigorous and stimulating curriculum. Our program provides the ideal academic preparation for in-depth understanding of environmental considerations as they pertain to the effects of human activity on the dynamics and interrelationships of ecosystems, the health of humans and other organisms, and scholarly pursuit of the, as yet, unknown. Whether a student's personal career interest is in field-work, conducting laboratory research, being actively involved in environmental concerns, or continuing your education with graduate studies, our program's coursework, combined with internships or faculty-mentored scholarly undergraduate research, provides the diversity necessary to thoroughly prepare our students to pursue their desired goals.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE & POLICY, SCIENCE CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Environmental Science		
	ENSC 101 Intro to Environmental Issues	3 cr	
	ENSC 125 Field and Lab Experience	1 cr	
	ENSC 202 Environmental Politics and Policy	3 cr	
	ENSC 210 Intro to Geology	3 cr	
	ENSC 212 Intro to Geology Lab	1 cr	
	ENSC 230 Intro to GIS	3 cr	
	ENSC 310 Environmental Chemistry	3 cr	
	ENSC 309 Environmental Chemistry Laboratory	1 cr	
	ENSC 315 Natural History of the Hudson Valley	3 cr	
	ENSC 360 Ecology: Principles & Practice	4 cr	
	ENSC 380 Principles of Environmental Assessment	3 cr	
	ENSC 404 Environmental Toxicology	4 cr	
	ENSC 415 Environmental Science & Policy Seminar	1 cr	
	ENSC 440 Research I AND		
	ENSC 441 Research II OR		
	ENSC 398 Internship AND	6 cr	
	ENSC 399 Internship		
	ENSC 477 Environmental Science and Human Values (Capping)	<u>3 cr</u>	
	Credit Requirement in Environmental Science		42 cr
2.0	Course Requirements in Related Fields		
	BIOL 130 General Biology I	4 cr	
	BIOL 131 General Biology II	4 cr	
	BIOL 211 Plant Biology	4 cr	
	CHEM 131 General Chemistry I	4 cr	
	CHEM 132 General Chemistry II	4 cr	
	CHEM 201 Intro to Organic Chemistry†	3 cr	
	CHEM 202 Intro to Organic Chemistry Lab†	1 cr	
	MATH 130 Intro to Statistics I	3 cr	
	MATH 241 Calculus I	4 cr	
	POSC 110 American National Government	3 cr	
			34 cr

Related Field Elective Credits (at least 10 credits from the courses below)

BIOL 312 Microbiology	4 cr	
BIOL/ENSC 435 Plant Physiology	4 cr	
ENSC 306 Environmental Health	3 cr	
ENSC 327 Freshwater Ecology	3 cr	
ENSC 330 Advanced GIS	3 cr	
ENSC 340 Epidemiology	3 cr	
ENSC 308 Intro to Occupational Safety and Health	3 cr	
ENSC 404 Toxicology	4 cr	
ENSC 420 Environmental Planning	3 cr	
ENSC 425 Environmental Law	3 cr	
PHYS 201 College Physics I	3 cr	
		<u>10 cr</u>
Credit Requirement in Related Fields		44 cr
Total Credit Requirement for a Major in Environmental Science & Policy, Science Concentration		86 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
		15 cr
Pathway*		12 cr
Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement		34 cr
Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

† May replace with CHEM 211-212 Organic Chemistry I-II and CHEM 215-216 Laboratory I-II

†† May replace with MATH 241 Calculus I

* Not all 200-level BIOL courses qualify; consult with advisor.

The Environmental Science and Policy Concentration is designed for environmentally-conscious students interested in a science-oriented approach to environmental problems, who wish to enhance that knowledge with an in-depth exploration of an additional area of interest such as: economics, environmental law, social science, or politics, to name a few. The concentration provides a strong foundation while accommodating each student with much flexibility to create a program well-suited to his/her individual interests. Career preparation is enhanced with the requirement of internships, providing real-world experience, and scholarly research mentored by a faculty member.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN ENVIRONMENTAL SCIENCE & POLICY, POLICY CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Course Requirements in Environmental Science		
ENSC 101 Intro to Environmental Issues	3 cr	
ENSC 125 Field and Lab Experience	1 cr	
ENSC 202 Environmental Politics and Policy	3 cr	

ENSC 230 Intro to GIS	3 cr	
ENSC 305 Environmental Economics	3 cr	
ENSC 306 Environmental Health	3 cr	
ENSC 360 Ecology: Principles & Practice	4 cr	
ENSC 380 Principles of Environmental Assessment	3 cr	
ENSC 415 Environmental Science & Policy Seminar	1 cr	
ENSC 420 Environmental Planning	3 cr	
ENSC 425 Environmental Law	3 cr	
ENSC 440 Research I AND		
ENSC 441 Research II OR		
ENSC 398 Internship AND	6 cr	
ENSC 399 Internship		
ENSC 477 Environmental Science and Human Values (Capping)	<u>3 cr</u>	
Credit Requirement in Environmental Science		39 cr
2.0 Course Requirements in Related Fields		
BIOL 130 General Biology I	4 cr	
BIOL 131 General Biology II	4 cr	
CHEM 101 Intro to Chemistry	3 cr	
CHEM 102 Intro to Chemistry Lab	1 cr	
MATH 130 Intro to Statistics I	3 cr	
MATH 115 Calculus with Management Applications†	3 cr	
ECON 103 Principles of Microeconomics	3 cr	
POSC 110 American National Government	3 cr	
POSC 240 Intro to Public Policy	3 cr	
		27 cr
Approved Related Field Elective Credits (200 level or above)**		
BIOL 211 Plant Biology	4 cr	
ENSC 315 Natural History of Hudson Valley	3 cr	
ENSC/BIOL 327 Freshwater Ecology	3 cr	
ENSC 330 Advanced GIS	3 cr	
ENSC 308 Intro to Occupational Safety and Health	3 cr	
		<u>11 cr</u>
One additional 100 level POSC course may be taken, and is required for a minor in Political Science.		
Credit Requirement in Related Fields		<u>38 cr</u>
Total Credit Requirement for a Major in Environmental Science & Policy, Policy Concentration		77 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr
3.2 DISTRIBUTION		
Breadth*		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	0 cr	(fulfilled by major field req.)
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
		15 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement		34 cr
4.0 Electives		<u>9 cr</u>

† May replace with MATH 241 Calculus I

*Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

** Not all 200-level courses qualify; consult with advisor.

THREE MINORS:

1) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL SCIENCE

Required Courses:

BIOL 130 General Biology I	4 cr
BIOL 131 General Biology II	4 cr
CHEM 101 Intro to Chemistry AND	3 cr
CHEM 102 Intro to Chemistry Lab	1 cr
OR	
CHEM 131 General Chemistry I AND	4 cr
CHEM 132 General Chemistry II	4 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC/BIOL 360 Ecology: Principles & Practice	4 cr

19-23 cr

Elective Courses (at least six credits from the courses listed below):

ENSC 210 Intro to Geology	3 cr
ENSC 212 Intro to Geology Lab	1 cr
ENSC 230 Intro to Geographic Info Systems	3 cr
ENSC 305 Natural History of the Hudson Valley	3 cr
ENSC 306 Environmental Health	3 cr
ENSC 309 Environmental Chemistry Lab ¹	1 cr
ENSC 310 Environmental Chemistry ¹	3 cr
ENSC/BIOL 327 Freshwater Ecology	3 cr
ENSC 380 Principles of Environmental Assessment	3 cr
ENSC 340 Epidemiology	3 cr
ENSC 404 Environmental Toxicology	4 cr
BIOL 211 Plant Biology	4 cr
BIOL 420 Invertebrate Zoology	4 cr
BIOL/ENSC 435 Plant Physiology	4 cr

6 cr

Total Credit Requirement for a Minor in Environmental Science

25-29 cr

¹ Prerequisite courses required beyond those listed under Required Courses

2) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL POLICY

Required Courses

ENSC 101 Intro to Environmental Issues ²	3 cr
ENSC/POSC 202 Environmental Politics & Policy ³	3 cr
ENSC 230 Intro to Geographic Info Systems	3 cr
ENSC/ECON 305 Environmental Economics ^{1,3}	3 cr
ENSC/POSC 420 Environmental Planning ^{1,3}	3 cr
ENSC 425 Environmental Law	<u>3 cr</u>

18 cr

Electives

3 cr

Options:

a. Choose three elective credits related to the minor with approval of Chair of Environmental Science & Policy

ENSC 210 Intro to Geology	3 cr
ENSC 212 Intro to Geology Lab	3 cr
ENSC 230 Intro to GIS	3 cr
ENSC 306 Environmental Health	3 cr

ENSC 309 Environmental Chemistry ¹	3 cr
ENSC 310 Environmental Chemistry Laboratory ¹	3 cr
ENSC 315 Natural History of Hudson Valley	3 cr
ENSC 327 Freshwater Ecology	3 cr
ENSC 308 Intro to Occupational Safety and Health	3 cr
ENSC 404 Environmental Toxicology	3 cr
BIOL 211 Plant Biology	3 cr

b. Complete a three-credit internship with approval of Internship Coordinator of Environmental Science & Policy

Total Credit Requirement for a Minor in Environmental Policy 21 cr

¹ Prerequisite courses required beyond those listed under Required Courses

² Counts for Core/LS Natural Science

³ Counts for Core/LS Social Science

3) REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

Course distribution:

ENSC 101 Intro to Environmental Issues	3 cr
Environmental sciences (courses listed below)	6 cr
Social sciences and humanities (courses listed below)	<u>9 cr</u>

Total Credit Requirement for a Minor in Environmental Studies 18 cr

Environmental Sciences

ENSC 210 Intro to Geology	3 cr
ENSC 212 Intro to Geology Lab	1 cr
ENSC 306 Environmental Health	3 cr
ENSC 313 Environmental Microbiology ¹	3 cr
ENSC 315 Natural History of Hudson Valley	3 cr
ENSC/BIOL 327 Freshwater Ecology ¹	3 cr
ENSC/CHEM 310 Environmental Chemistry ¹	3 cr
ENSC/BIOL 360 Ecology: Principles and Practice ¹	4 cr
ENSC 308 Intro to Occupational Safety and Health	3 cr
ENSC 404 Environmental Toxicology ¹	4 cr
BIOL 211 Plant Biology ¹	4 cr

Social Sciences and Humanities

ENSC/POSC 202 Environmental Politics & Policy	3 cr
ENSC/ECON 305 Environmental Economics ¹	3 cr
ENSC/POSC 420 Environmental Planning ¹	3 cr
ENSC 425 Environmental Law	3 cr
ENSC 230 Intro to Geographic Info Systems (GIS)	3 cr
ECON 150 Economics of Social Issues	3 cr
ECON 340 Economic Development: Toward Global Equality ¹	3 cr
POSC/GBST 103 Intro to Global Studies	3 cr

¹ Prerequisite courses required beyond ENSC 101

Some Special Topics courses may be substituted with prior approval of the Chair of Environmental Science & Policy. Recent examples of such relevant courses include PHIL 394 Environmental Ethics and ENG 293 Literature and Nature.

RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY, ASSESSMENT CONCENTRATION

FRESHMAN YEAR

FALL

BIOL 130 General Biology I	4 cr
CHEM 131 General Chemistry I	4 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC 125 Field & Lab Experience	1 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	16 cr

SPRING

BIOL 131 General Biology II	4 cr
CHEM 132 General Chemistry II	4 cr
PHIL 101 Philosophy (Breadth)	3 cr
ENG 120 Writing for College	3 cr
	<u>14 cr</u>

SOPHOMORE YEAR**FALL**

BIOL 211 Plant Biology	4 cr
ENSC 230 Intro to GIS	3 cr
CHEM 201 Intro to Organic Chemistry	3 cr
CHEM 202 Intro to Organic Laboratory	1 cr
POSC 110 American Nat'l Gov't	3 cr
Breadth	3 cr
	<hr/>
	17 cr

JUNIOR YEAR**FALL**

ENSC 360 Ecology	4 cr
MATH 241 Calculus I	4 cr
Breadth	3 cr
Pathway	3 cr
	<hr/>
	14 cr

SENIOR YEAR**FALL**

ENSC 426 Envir Investigation & Remediation	3 cr
ENSC 440 Research I OR ENSC 398 Internship I	3 cr
Related Field Elective	3-4 cr
Breadth	3 cr
Pathway	3 cr
	<hr/>
	15-16 cr

SPRING

ENSC 210 Intro to Geology	3 cr
ENSC 212 Geology Laboratory	1 cr
ENSC 202 Environ Politics & Policy	3 cr
ENSC 310 Environ Chemistry	3 cr
ENSC 309 Environ Chemistry Lab	1 cr
MATH 130 Statistics I	3 cr
Breadth	3 cr
	<hr/>
	17 cr

SPRING

ENSC 380 Environ Assessment	3 cr
Related Field Elective	3-4 cr
ENSC 415 Envir Science & Policy Seminar	1 cr
ENSC 308 Intro to OSHA	3 cr
Pathway	3 cr
	<hr/>
	13-14 cr

SPRING

ENSC 477 Envir Science & Human Values	3 cr
ENSC 404 Environmental Toxicology	4 cr
ENSC 425 Environmental Law	3 cr
Pathway	3 cr
	<hr/>
	13 cr

**RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY,
SCIENCE CONCENTRATION****FRESHMAN YEAR****FALL**

FYS 101 Freshman Year Seminar	4 cr
BIOL 130 General Biology I	4 cr
CHEM 131 General Chemistry I	4 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC 125 Field & Laboratory Experience	3 cr
	<hr/>
	16 cr

SOPHOMORE YEAR**FALL**

BIOL 211 Plant Biology	4 cr
ENSC 230 Introduction to GIS	3 cr
CHEM 201 Intro to Organic Chemistry I	3 cr
CHEM 202 Intro to Organic Chemistry I Lab	1 cr
POSC 110 American National Government	3 cr
Breadth	3 cr
	<hr/>
	17 cr

JUNIOR YEAR**FALL**

ENSC 315 Natural History of the Hudson Valley	3 cr
ENSC 360 Ecology: Principles & Practice	4 cr
MATH 241 Calculus I	4 cr
Related Field Elective	3 cr
	<hr/>
	14 cr

SENIOR YEAR**FALL**

ENSC 440 Research I or ENSC 398 Internship I	3 cr
Related Field Elective	3-4 cr
Breadth	3 cr
Pathway	6 cr
	<hr/>
	15-16 cr

SPRING

PHIL 101 Philosophical Perspectives	3 cr
BIOL 131 General Biology II	4 cr
CHEM 132 General Chemistry II	4 cr
ENG 120 Writing for College	3 cr
	<hr/>
	14 cr

SPRING

ENSC 202 Environmental Politics & Policy	3 cr
ENSC 210 Intro to Geology	3 cr
ENSC 212 Intro to Geology Lab	1 cr
ENSC 310 Environmental Chemistry	3 cr
ENSC 309 Environmental Chemistry Lab	1 cr
MATH 130 Intro to Statistics I	3 cr
Elective	1 cr
	<hr/>
	14 cr

SPRING

ENSC 380 Principles of Env Assessment	3 cr
ENSC 415 Env Sci & Policy Seminar	1 cr
Related Field Elective	3-4 cr
Breadth	6 cr
Pathway	3 cr
	<hr/>
	16-17 cr

SPRING

ENSC 441 Research II OR ENSC 399 Internship II	3 cr
ENSC 404 Environmental Toxicology	4 cr
ENSC 477 Env Sci & Human Values	3 cr
Pathway	3 cr
	<hr/>
	13 cr

RECOMMENDED PROGRAM SEQUENCE FOR ENVIRONMENTAL SCIENCE & POLICY, POLICY CONCENTRATION

FRESHMAN YEAR

FALL

FYS 101 Freshman Year Seminar	4 cr
BIOL 130 General Biology I	4 cr
CHEM 101 Intro to Chemistry	3 cr
CHEM 102 Intro to Chemistry Lab	1 cr
ENSC 101 Intro to Environmental Issues	3 cr
ENSC 125 Field & Lab Exp	<u>1 cr</u>
	16 cr

SPRING

PHIL 101 Philosophical Perspectives	3 cr
BIOL 131 General Biology II	4 cr
ENG 120 Writing for College	3 cr
MATH 115 Calculus with Management	3 cr
Breadth	3 cr
	<u>16 cr</u>

SOPHOMORE YEAR

FALL

ENSC 230 Introduction to GIS	3 cr
MATH 130 Intro to Statistics I	3 cr
POSC 110 American National Government	3 cr
Breadth	3 cr
Free Elective	<u>3 cr</u>
	15 cr

SPRING

ENSC 202 Environmental Politics & Policy	3 cr
ENSC 306 Environmental Health	3 cr
ECON 103 Microeconomics	3 cr
Related Field Elective	3-4 cr
Breadth	<u>3 cr</u>
	15-16 cr

JUNIOR YEAR

FALL

ENSC 360 Ecology: Principles & Practice	4 cr
ENSC 305 Environmental Economics	3 cr
POSC 240 Intro to Public Policy	3 cr
Related Field Elective	3-4 cr
Pathway	<u>3 cr</u>
	16-17 cr

SPRING

ENSC 380 Prin of Env Assessment	3 cr
ENSC 420 Environmental Planning	3 cr
ENSC 415 Environmental Sci & Policy Seminar	1 cr
Breadth	3 cr
Pathway	<u>3 cr</u>
	13 cr

SENIOR YEAR

FALL

ENSC 440 Research I OR ENSC 398 Internship I	3 cr
Related Field Elective	3-4 cr
Pathway	3 cr
Free Elective	3 cr
	<u>12-13 cr</u>

SPRING

ENSC 441 Research II OR ENSC 399 Internship II	3 cr
ENSC 425 Environmental Law	3 cr
ENSC 477 Environmental Sci & Human Values	3 cr
Free Elective	3 cr
Pathway	<u>3 cr</u>
	15 cr

FASHION DESIGN

RADLEY CRAMER, B.S., *Program Director*

MISSION:

The Fashion Program builds on the College's strong liberal arts tradition with a curriculum designed to keep pace with the changing needs of the fashion industry. Students develop creative, technical, and business skills that position them for successful employment in design. Internships are an integral part of the learning experience in the Fashion Program, as is the effective use of technology, including computer-aided design and industry-specific software.

The Fashion Program for Fashion Design features a comprehensive curriculum leading to the Bachelor of Fine Arts degree. The Fashion Design major trains students to create apparel for various markets considering creative, technical, and costing factors. Students develop skills in design, textiles, draping and flat pattern making, garment construction, and computer-aided design. In their senior year, they design and execute an apparel collection under the guidance of a professional designer to be shown at the school's annual Silver Needle Runway Show. Fashion Design Majors may pursue a minor in Fashion Merchandising or Product Development.

REQUIREMENTS FOR A BACHELOR OF FINE ARTS IN FASHION DESIGN

Portfolio Requirement: Students wishing to enter the Fashion Design concentration must submit a portfolio of original work.

Note: A minimum of 30 credits in Liberal Arts is required.

1.0 Course Requirements in Fashion Design

FASH 100 Fashion in Culture & Commerce	3 cr
FASH 130 Fashion Figure Drawing	1 cr
FASH 140 Fashion Design I: Drawing & Color*	3 cr
FASH 126 Creative Process	3 cr
FASH 200 Textiles: Studies & Applications	3 cr
FASH 210 Design Studio Techniques*	3 cr
FASH 230 Apparel Development I*	3 cr

FASH 231 Apparel Development II*	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
FASH 240 Fashion Design II: Presentation*	3 cr
FASH 245 Digital Fashion Design I	3 cr
FASH 268 Digital Fashion Design II	3 cr
FASH 300 Product Development	3 cr
FASH 310 Apparel Development III*	3 cr
FASH 345 Fashion Design III: Design Workshop*	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Employment Seminar	1 cr
FASH 478 Fashion Design Capping I: Portfolio Development*	3 cr
FASH 479 Fashion Design Capping II: Collections I*	3 cr
FASH 480 Fashion Design Capping III: Collection II*	<u>3 cr</u>

Credit Requirement in Fashion Design 56 cr

2.0 Course Requirements in Related Fields

ART 160 History of Western Art I OR	
ART 180 History of Western Art II*	3 cr
ART 281 History of Costume	3 cr

Credit Requirement in Related Fields 6 cr

Fashion Design students are strongly encouraged to take additional courses in Art History, particularly ART 366 History of 20th Century Art.

* Minimum grade of C required for: FASH 140, 210, 230, 231, 240, 310, 345, 478, 479, 480

Total Credit Requirement for a Major in Fashion Design 62 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	
		7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by major field req.)
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		21 cr

Pathway*

Courses addressing an interdisciplinary topic. 12 cr

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives 18 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF FINE ARTS IN FASHION DESIGN

FRESHMAN YEAR

FALL

FASH 100 Fashion in Culture & Commerce	3 cr
FASH 126 Creative Process	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Core Distribution	3 cr
	<hr/>
	16 cr

SPRING

FASH 200 Textiles: Studies & Appl	3 cr
FASH 210 Design Studio Techniques	3 cr
ART 281 History of Costume	3 cr
Core Distribution	3 cr
PHIL 101 Philosophical Perspectives	3 cr
FASH 130 Fashion Figure Drawing	1 cr
	<hr/>
	16 cr

SOPHOMORE YEAR

FALL

FASH 140 Fash Design I: Draw & Color	3 cr
FASH 230 Apparel Development I	3 cr
FASH245 Digital Fashion Design	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
Elective	3 cr
	<hr/>
	15 cr

SPRING

FASH 240 Fashion Design II: Presentation I	3 cr
FASH 231 Apparel Development II	3 cr
FASH 268 Digital Fashion Design II	3 cr
FASH 300 Product Development	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Fashion Employment Seminar	1 cr
	<hr/>
	16 cr

JUNIOR YEAR

FALL

Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
Elective	3 cr
Elective	3 cr
	<hr/>
	15 cr

SPRING

FASH 310 Apparel Development III	3 cr
FASH 345 Fash Design III: Design Workshop	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
	<hr/>
	15 cr

SENIOR YEAR

FALL

FASH 478 Fashion Design Capping I: Port. Dev.	3 cr
FASH 479 Fashion Design Capping II: Collections I	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
ART 160/180 History of Art	3 cr
	<hr/>
	15 cr

SPRING

FASH 480 Fashion Design Capping III: Collections II	3 cr
Core Distribution	3 cr
Core Distribution (if needed)	3 cr
Elective	3 cr
	<hr/>
	12 cr

REQUIREMENTS FOR A MINOR IN FASHION MERCHANDISING

Prerequisite: Permission of the Fashion Program Director

The Merchandising Minor provides a foundation in retailing, buying, or marketing.

Required Courses (3 credits each): 9 cr

FASH 100 Fashion in Culture & Commerce
FASH 265 Principles of Retailing
FASH 304 Merchandise Planning & Control

Select three courses (3 credits each) from the following menu: 9 cr

FASH 200 Textiles: Studies & Applications
FASH 245 Fashion Digital Design I
FASH 266 Writing for Fashion
FASH 235 Trend Forecasting
FASH 295 Fashion Show Production
FASH 306 Sustainability
FASH 315 Retail Entrepreneurship
FASH 355 Buying, Planning & Allocation
FASH 455 Global Merchandising Strategies

Total Credit Requirement for a Minor in Fashion Merchandising 18 cr

REQUIREMENTS FOR A MINOR IN PRODUCT DEVELOPMENT

Prerequisite: Permission of the Fashion Program Director

The Product Development Minor is available to Fashion Design or Merchandising Majors and provides a foundation in contemporary concepts of apparel industry product development, production, sourcing, branding, licensing, and product data management.

Required courses: (3 credits each) 9 cr
FASH 200 Textiles: Studies & Applications
FASH 318 Production & Sourcing in the Apparel Industry
FASH 300 Product Development

Select three courses (3 credits each) from the following list: 9 cr
FASH 267 Textile Design
FASH 325 Private Label Development
FASH 341 Fashion Branding & Licensing
FASH 370 Knitwear Design
FASH 415 Advanced Fashion PDM Software
FASH 455 Global Merchandising Strategies

Total Credit Requirement for a Minor in Product Development 18 cr

FASHION MERCHANDISING

RADLEY CRAMER, B.S., *Program Director*

MISSION:

The Fashion Program builds on the College's strong liberal arts tradition with a curriculum designed to keep pace with the changing needs of the fashion industry. Students develop creative, technical, and business skills that position them for successful employment. Internships are an integral part of the learning experience in the Fashion Program, as is the effective use of technology, including computer-aided design and industry-specific software.

The Fashion Program for Fashion Merchandising features a comprehensive curriculum leading to the Bachelor of Science Degree. Students may choose from three concentrations — the Business concentration, Product Development concentration, or Fashion Promotion concentration.

The Business concentration focuses on the planning, procurement, and marketing aspects of the fashion business. Students learn to research target markets, analyze business results, manage the supply chain, and develop strategies that effectively meet the needs of consumers. The Product Development concentration explores the development of private label or branded merchandise, supply chain management, and the use of product data management techniques. The Fashion Promotion concentration is geared toward the student seeking a career in fashion public relations or advertising, event production or on-line promotion. A capping course is required for all senior Merchandising students. The capstone project requires that the student relate his/her knowledge of fashion merchandising and program concentration, related courses and the core, often in collaboration with major fashion companies. Fashion Merchandising students may also pursue a Product Development minor.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A BUSINESS CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required. This may require utilizing some elective credits.

1.0 Course Requirements in Fashion Merchandising with a Business Concentration

FASH 100 Fashion in Culture & Commerce	3 cr
FASH 200 Textiles	3 cr
FASH 235 Trend Forecasting & Analysis	3 cr
FASH 245 Digital Fashion Design I	3 cr
FASH 265 Retailing Principles & Practices	3 cr
FASH 300 Product Development	3 cr
FASH 304 Merchandise. Planning & Control	3 cr
FASH 355 Buying, Planning & Allocation	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Employment Seminar	1 cr
FASH 455 Global Merchandising Strategies	3 cr
FASH 477 Merchandise Capping	<u>3 cr</u>

Credit Requirement in Fashion Merchandising with a Business Concentration 34 cr

2.0 Course Requirement in Related Fields

ART 281 History of Costume	3 cr
COM 102 Introduction to Communication	3 cr
COM 220 Introduction to Strategic Advertising	3 cr
BUS 320 Financial Management	3 cr
BUS 340 Principles of Marketing	3 cr

ACCT 203 Financial Accounting	3 cr
ACCT 204 Managerial Accounting	3 cr
ECON 103 Principles of Microeconomics	3 cr
ECON 104 Principles of Macroeconomics	<u>3 cr</u>

Credit Requirement in Related Fields 27 cr

Total Credit Requirement for a Major in Fashion Merchandising with a Business Concentration 61 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

First Year Seminar	4 cr
Writing for College	3 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by related field req.)
History	3 cr	
Literature	3 cr	
Mathematics (MATH 130 Intro to Statistics**)	3 cr	
Natural Science	3 cr	
Social Science	0 cr	(fulfilled by related field req.)

Pathway*

Courses addressing an interdisciplinary topic	<u>12 cr</u>
---	--------------

Total Core/Liberal Studies Requirements 37 cr

4.0 Electives 22 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

** Prerequisite for BUS 320 Financial Management.

RECOMMENDED PROGRAM SEQUENCE BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A BUSINESS CONCENTRATION

FRESHMAN YEAR

FALL

FASH 100 Fashion Culture & Commerce	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 College Writing	3 cr
PHIL 101 Philosophical Perspectives	3 cr
ECON 103 Principles of Microeconomics	<u>3 cr</u>
	16 cr

SPRING

FASH 200 Textiles	3 cr
COM 102 Intro to Communications	3 cr
ECON 104 Principles of Macroeconomics	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

FASH 265 Principles of Retailing	3 cr
FASH 245 Digital Fashion Design I	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
FASH 400 Employment Seminar	<u>1 cr</u>
	16 cr

SPRING

COM 220 Intro to Strategic Advertising	3 cr
FASH 235 Trend Forecasting	3 cr
FASH 304 Merch Planning & Control	3 cr
Elective	3 cr
Core Distribution	3 cr
	15 cr

JUNIOR YEAR

FALL

FASH 300 Product Development	3 cr
FASH 355 Buying, Planning Allocation	3 cr
Core Distribution	3 cr
ART 281 History of Costume	3 cr
ACCT 203 Financial Accounting	<u>3 cr</u>
	15 cr

SPRING

FASH 381 History of Modern Fashion	3 cr
ACCT 204 Managerial Accounting	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

BUS 320 Financial Management	3 cr
FASH 455 Global Merchandising Strategies	3 cr
Core Distribution (if needed)	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

FASH 477 Fashion Capping	3 cr
BUS 340 Marketing Principles	3 cr
Core Distribution (if needed)	3 cr
Electives	3 cr
Electives	<u>3 cr</u>
	15 cr

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH PRODUCT DEVELOPMENT CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required. This may require utilizing some elective credits.

Project Requirement: Students wishing to enter the Fashion Merchandising major must submit the required project.

1.0 Course Requirements in Fashion Merchandising with a Product Development Concentration

FASH 100 Fashion in Culture & Commerce	3 cr
FASH 200 Textiles	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
FASH 245 Digital Fashion Design I	3 cr
FASH 268 Digital Fashion Design II	3 cr
FASH 265 Retailing Principles & Practices	3 cr
FASH 300 Product Development	3 cr
FASH 304 Merchandise Planning & Control	3 cr
FASH 306 Sustainability in Fashion	3 cr
FASH 318 Apparel Supply Chain Management	3 cr
FASH 325 Private Label Development	3 cr
FASH 341 Branding & Licensing	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 400 Employment Seminar	1 cr
FASH 415 Advanced PDM Software	3 cr
FASH 455 Global Merchandising Strategies	3 cr
FASH 477 Fashion Product Development Capping	<u>3 cr</u>

Credit Requirement in Fashion Merchandising with a Product Development Concentration 49 cr

2.0 Course Requirement in Related Fields

ART 281 History of Costume	3 cr
COM 102 Introduction to Communication	3 cr
COM 220 Intro to Strategic Advertising	<u>3 cr</u>

Credit Requirement in Related Fields 9 cr

Total Credit Requirement for a Major in Fashion Merchandising with a Product Development Concentration 58 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

First Year Seminar	4 cr
Writing for College	3 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by related field req.)
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	3 cr	

Pathway* 12 cr

Courses addressing an interdisciplinary topic

Total Core/Liberal Studies Requirements	<u>40 cr</u>
4.0 Electives	<u>22 cr</u>
Total Credit Requirement for Graduation	120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED SEQUENCE FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A PRODUCT DEVELOPMENT CONCENTRATION

FRESHMAN YEAR

FALL

FASH 100 Fashion Culture & Commerce	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 College Writing	3 cr
PHIL 101 Philosophical Perspectives	3 cr
COM 102 Intro to Communications	<u>3 cr</u>
	16 cr

SPRING

FASH 200 Textiles	3 cr
FASH 245 Digital Fashion Design	3 cr
FASH 265 Retailing Principles & Practices	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

FASH 268 Digital Fashion Design II	3 cr
FASH 235 Trend Forecasting	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
FASH 400 Employment Seminar	<u>1 cr</u>
	16 cr

SPRING

FASH 300 Product Development	3 cr
FASH 304 Merchandise Planning & Control	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
	<u>15 cr</u>

JUNIOR YEAR

FALL

FASH 341 Branding & Licensing	3 cr
COM 220 Intro to Strategic Advertising	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

FASH 318 Apparel Supply Chain Management	3 cr
FASH 325 Private Label	3 cr
ART 281 History of Costume	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

FASH 305 Sustainability	3 cr
FASH 381 History of Modern Fashion	3 cr
FASH 415 Web PDM	3 cr
Core Distribution (if needed)	3 cr
Elective	3 cr
	<u>15 cr</u>

SPRING

FASH 455 Global Merchandising Strategies	3 cr
FASH 477 Fashion Capping	3 cr
Core Distribution (if needed)	3 cr
Electives	3 cr
Electives	3 cr
Electives	<u>3 cr</u>
	15 cr

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A FASHION PROMOTION CONCENTRATION

Note: A minimum of 60 credits in Liberal Arts is required. This may require utilizing some elective credits.

Project Requirement: Students wishing to enter the Fashion Merchandising major must submit the required project.

1.0 Course Requirements in Fashion Merchandising with a Fashion Promotion Concentration	
FASH 100 Fashion in Culture & Commerce	3 cr
FASH 200 Textiles	3 cr
FASH 245 Digital Fashion Design I	3 cr
FASH 265 Retailing Principles & Practices	3 cr
FASH 235 Fashion Trend Forecasting & Analysis	3 cr
FASH 300 Product Development	3 cr
FASH 341 Branding & Licensing	3 cr
FASH 381 History of Modern Fashion	3 cr

FASH 400 Employment Seminar	1 cr	
FASH 455 Global Merchandising Strategies	3 cr	
FASH 477 Fashion Merchandising Capstone	3 cr	
<u>Student will choose 3 courses from the following (3 crs each):</u>	<u>9 cr</u>	
FASH 261 Event Planning		
FASH 269 Visual Merchandising		
FASH 266 Writing for Fashion		
FASH 295 Fashion Show Production		
FASH 306 Sustainability in Fashion		
FASH 315 Retail Entrepreneurship		
FASH 367 Advanced Fashion Show Production		
Credit Requirement in Fashion Merchandising with a Fashion Promotion Concentration		40 cr
2.0 Course Requirement in Related Fields		
ART 281 History of Costume	3 cr	
COM 102 Introduction to Communication	3 cr	
COM 103 Digital Toolbox	3 cr	
COM 211 Fundamentals of PR Theory & Practice	3 cr	
COM 220 Intro to Strategic Advertising	3 cr	
<u>Students will choose 2 courses from the following: (3 crs each):</u>	<u>6 cr</u>	
COM 333 Applied Research Analytics		
COM Special Topics		
COM 348 Integrated Strategies, Tactics and Shareholders		
Credit Requirement in Related Fields		<u>21 cr</u>
Total Credit Requirement for a Major in Fashion Merchandising with a Fashion Promotion Concentration		61 cr
3.1 FOUNDATION		
First Year Seminar	4 cr	
Writing for College	3 cr	
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	0 cr	(fulfilled by related field req.)
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	3 cr	
Pathway*	12 cr	
Courses addressing an interdisciplinary topic		
Total Core/Liberal Studies Requirements		40 cr
4.0 Electives		<u>19 cr</u>
Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED SEQUENCE FOR A BACHELOR OF SCIENCE IN FASHION MERCHANDISING WITH A FASHION PROMOTION CONCENTRATION

FRESHMAN YEAR

FALL

FASH 100 Fashion Culture & Commerce	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 College Writing	3 cr
PHIL 101 Philosophical Perspectives	3 cr
COM 102 Intro to Communications	<u>3 cr</u>
	16 cr

SPRING

FASH 200 Textiles	3 cr
COM 103 Digital Toolbox	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

FASH 245 Digital Fashion Design	3 cr
FASH 265 Retailing Principles & Practices	3 cr
COM 211 Fundamentals of PR	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
	<u>15 cr</u>

SPRING

FASH 281 Trend	3 cr
FASH 400 Employment Seminar	1 cr
COM 220 Intro to Strategic Advertising	3 cr
Core Distribution	3 cr
Core Distribution	3 cr
Elective	3 cr
	<u>16 cr</u>

JUNIOR YEAR

FALL

FASH 300 Product Development	3 cr
ART 281 History of Costume	3 cr
Fashion Menu Choice 1	3 cr
Elective	4 cr
	<u>13 cr</u>

SPRING

FASH 341 Branding & Licensing	3 cr
FASH 381 History of Modern Fashion	3 cr
COM 333 Applied Research Analytics	3 cr
Core Distribution	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

FASH 455 Global Merchandising Strategies	3 cr
Fashion Menu Choice 2	3 cr
COM Menu Choice 1	3 cr
COM Menu Choice 2	3 cr
Core Distribution	3 cr
Core Distribution	<u>3 cr</u>
	15 cr

SPRING

Fashion Menu Choice 3	3 cr
FASH 477 Fashion Capping	3 cr
Core Distribution	3 cr
Electives	6 cr
	<u>15 cr</u>

REQUIREMENTS FOR A MINOR IN PRODUCT DEVELOPMENT

Prerequisite: Permission of the Fashion Program Director

The Product Development Minor is available to Fashion Design or Merchandising Majors and provides a foundation in contemporary concepts of apparel industry product development, production, sourcing, branding, licensing, and product data management.

Required courses: (3 credits each) 9 cr

- FASH 200 Textiles: Studies & Applications
- FASH 318 Production & Sourcing in the Apparel Industry
- FASH 300 Product Development

Select three courses (3 credits each) from the following list: 9 cr

- FASH 267 Textile Design
- FASH 325 Private Label Development
- FASH 341 Fashion Branding & Licensing
- FASH 379 Knitwear Design
- FASH 415 Advanced Fashion PDM Software
- FASH 455 Global Merchandising Strategies

Total Credit Requirement for a Minor in Product Development 18 cr

FRENCH

IVETTE ROMERO, Ph.D., *Chairperson*

CLAIRE KEITH, Ph.D., *Coordinator*

MISSION:

In a global and interdependent world, no education can be considered adequate without the skill of a second language and the ability to consider the perspective of other cultures. Used by over 200 million people in more than 50 countries around the world, French is a key language for international communication. It is an official working language at the UN, NATO, UNESCO, the International Olympic Committee, the European Union, the International Red Cross, and numerous NGOs. A double fluency in French and English is a competitive asset in the national and international job market for work in international business, the humanitarian and nonprofit sectors, the diplomatic world, the teaching professions, the fields of art history and fashion design, and to meet the requirements of various programs of graduate study. In addition, the study of French offers a tradition of inquiry into the meaning, structure, and practice of Language; a history of critical thought, literature, and fine arts that has shaped the Western tradition; and a window to the rich diversity of African, North American, and Asian cultures that still choose French as a primary or secondary mode of expression.

The French Program affords the committed student the following special academic options:

- (1) An interdisciplinary track for double majors designed to customize the language knowledge to the student's second field of study, for maximum professional marketability.
- (2) The Marist Abroad Program in Paris, Aix-en-Provence or Marseille, featuring a stay with a French family and opportunity for community service involvement. Programs in Senegal and Morocco are also available.
- (3) Secondary school teacher certification.
- (4) The option to substitute several French courses to fulfill distributive Core/LS requirements in Mathematics, Science, History, or Literature, an arrangement which facilitates a double major or minor in French.

REQUIREMENTS FOR A BACHELOR OF ARTS IN FRENCH

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements for all French Majors		
	FREN 201 Workshop in Writing	3 cr	
	FREN 202 Workshop in Oral Expression*	3 cr	
	FREN 250 French Culture and Thought	3 cr	
	FREN 251 Contemporary France	<u>3 cr</u>	
	FREN 310 French Grammar and Composition I OR		
	FREN 311 French Grammar and Composition II	3 cr	15 cr
2.0	Approved courses in tracks		
	<u>Single Major track</u>		
	FREN 310 French Grammar and Composition I OR		
	FREN 311 French Grammar and Composition II	3 cr	
	FREN 305 Studies in French Film and Literature	3 cr	
	FREN 315 French Literature of Africa and the Caribbean OR		
	FREN 330 Modern Literary Perspective: the 20th and 21st Century	3 cr	
	FREN 345 Interdisciplinary Unit	3 cr	
	FREN 440 French for Current Affairs	3 cr	
	One upper-level course in French Literature or Culture OR	3 cr	
	FREN 394 Internship in French**		
	FREN 477 Capping	3 cr	21 cr
	<u>Double Major Track</u>		
	FREN 305 Studies in French Film and Literature	3 cr	
	FREN 315 French Literature of Africa and the Caribbean OR		
	FREN 330 Modern Literary Perspective: the 20th and 21st Century	3 cr	
	FREN 345 Interdisciplinary Unit	3 cr	
	FREN 440 French for Current Affairs OR		
	FREN 394 Internship in French**	3 cr	
	FREN 477 Capping	<u>3 cr</u>	<u>15 cr</u>
			15-21 cr
	Total Credit Requirement for a Major in French		30-36 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	

ENG 120 Writing for College	<u>3 cr</u>	7 cr
3.2 DISTRIBUTION		
Breadth*		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	0 cr	(fulfilled by major field req.)
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
		21 cr
Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement		40 cr
4.0 Electives		<u>44-50 cr</u>
Total Credit Requirement for Graduation		120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

** Replacing upper level course with FREN 394 requires prior departmental approval for qualifying students.

REQUIREMENTS FOR A MINOR IN FRENCH LANGUAGE STUDIES

FREN 201 Workshop in Writing	3 cr
FREN 202 Workshop in Oral Expression	3 cr
FREN 250 French Culture and Thought	3 cr
FREN 251 Contemporary France	3 cr
FREN 305 Studies in French Film and Literature OR	
FREN 315 French Literature of Africa and the Caribbean	3 cr
FREN 310 French Grammar & Composition I OR	
FREN 311 French Grammar & Composition II	<u>3 cr</u>

Total Credit Requirement for a Minor in French 18 cr

REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: FRENCH (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: French (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 101 of this catalog.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN FRENCH

Single & Double Track (additional Single Track courses marked with *)

FRESHMAN YEAR

FALL		SPRING	
FREN 201	3 cr	FREN 202	3 cr
FYS 101 First Year Seminar	4 cr	Core/LS	3 cr
ENG 120 Writing for College	3 cr	Core/LS	3 cr
PHIL 101 Philosophical Perspectives	3 cr	Core/LS	3 cr
Elective	<u>3 cr</u>	Elective	<u>3 cr</u>
	16 cr		15 cr

SOPHOMORE YEAR**FALL**

FREN 250	3 cr
FREN 305 (Core Lit)	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

FREN 251	3 cr
Core/LS	3 cr
Core/LS	3 cr
Ethics	3 cr
Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR (Marist Abroad France)**FALL**

FREN 310	3 cr
FREN 311* or elective	3 cr
FREN 315	3 cr
FREN 345	3 cr
FREN upper level *	<u>3 cr</u>
	15 cr

SPRING

FREN 440 OR FREN 394	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

Elective or FREN 477 Capping course	3 cr
Core/LS	3 cr
Electives	<u>9 cr</u>
	15 cr

SPRING

FREN 477 Capping Course	3 cr
Electives	12 cr
	<u>15 cr</u>

GAMES AND EMERGING MEDIA

KAREN SCHRIER, Ed.D., *Director*

MISSION:

The Games and Emerging Media major provides a strong practical and theoretical understanding of game design, development, and writing, as well as an understanding of the history, culture, and business of games. In addition, we research, develop, and design other emerging forms of media—including virtual reality, 3-D environments, and mobile applications—as well as media that have yet to be imagined. Depending on their interests, students develop a wide variety of skills, such as in design, programming, writing, production, art, animation, prototyping, public speaking, and research. Our interdisciplinary approach to games encourages creativity, innovation, exploration, and empathy.

Students choose between two concentration areas: (1) Technical Development & Programming and (2) Design, Writing, & Culture. All students begin the program with a shared interdisciplinary foundation in game design, production, and development, and then concentrate in their respective specializations. Within each concentration there is additional flexibility. Students spend their final year working in teams to develop a portfolio of games and other media. Students also have the opportunity to join the Play Innovation Lab, where they can develop and research games and other media, and participate in game-related events, workshops, and career preparation activities.

**REQUIREMENTS FOR A BACHELOR OF SCIENCE IN GAMES AND EMERGING MEDIA:
CONCENTRATION IN TECHNICAL DEVELOPMENT AND PROGRAMMING**

Note: A minimum of 60 credits in Liberal Arts is required.

1.0 Course Requirements in Games & Emerging Media

CMPT 120 Introduction to Programming	4 cr	
CMPT 220 Software Development I	4 cr	
CMPT 221 Software Development II	4 cr	
CMPT 230 Software System & Analysis	4 cr	
CMPT 414 Game Design & Programming I	4 cr	
GAME 101 Introduction to Games	3 cr	
GAME 301 Business of Games	3 cr	
GAME 480 Game Studio	3 cr	
GAME 481 Capping	3 cr	
MDIA 103 Digital Toolbox	3 cr	
		35 cr

Select any three, in any combination

GAME 201 Colloquium in Games (can be taken 3 times)	
GAME 202 Lab Practicum in Games (can be taken 3 times)	
CRDV 100 Employment Practicum	3 cr

Select one from the following:

CMPT 306 Data Comm & Networks	4 cr
CMPT 308 Data Management	

Select three from the following:	10-12 cr
CMPT 330 System Design	
CMPT 404 Artificial Intelligence	
CMPT 415 Game Design & Programming II	
CMPT 435 Algorithms Analysis and Design	
CMPT 460 Computer Graphics	
GAME 401 Human Computer Interaction	
Select 7-9 credits from the following:	<u>7-9 cr</u>
MDIA 101 Introduction to Media Studies	
MDIA 110 Intro to Design	
MDIA 201 Writing for Media	
MDIA 203 Video Production	
MDIA 210 Interactive Media I	
MDIA 302 Editing	
MDIA 304 Audio Production	
MDIA 310 Interactive II	
MDIA 311 Media Theory and Methods	
MDIA 312 Online Culture	
MDIA 313 Storytelling Across Media	
MDIA 314 Game Design I	
MDIA 316 Ethics and Gaming	
MDIA 320 History of Electronic Media	
MDIA 410 Game Design II	
MDIA 411 Topics in Interactive Media	
MDIA 431 3D Modeling and Visualization	
MDIA 432 Animation	
GAME 401 Human Computer Interaction	
Credit Requirements in Games & Emerging Media	61 cr
2.0 Course Requirements in Related Fields	
MATH 205 Discrete Math	4 cr
PHYS 211 General Physics I	<u>3 cr</u>
Credit Requirement in Related Fields	<u>7 cr</u>
Total Credit Requirement for a Major in Games & Emerging Media	68 cr
3.0 Core/Liberal Studies Requirements	
3.1 FOUNDATION	
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	7 cr
3.2 DISTRIBUTION	
Breadth	
PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	3 cr
Literature	3 cr
Mathematics	0 cr (fulfilled by related field req.)
Natural Science	0 cr (fulfilled by related field req.)
Social Science	<u>3 cr</u>
	18 cr
Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic	
Total Core/Liberal Studies Requirement	37 cr
4.0 Electives	<u>15 cr</u>
Includes 6 credits of Internship	
Total Credit Requirement for Graduation	120 cr

SUMMARY OF REQUIREMENTS FOR A BACHELOR OF SCIENCE IN GAMES & EMERGING MEDIA: CONCENTRATION IN DESIGN, WRITING AND CULTURE

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Games & Emerging Media		
	CMPT 120 Introduction to Programming	4 cr	
	GAME 101 Introduction to Games	3 cr	
	GAME 301 Business of Games	3 cr	
	GAME 480 Game Studio	3 cr	
	GAME 481L Capping	3 cr	
	MDIA 103 Digital Toolbox	3 cr	
	MDIA 201 Writing for Media	3 cr	
	MDIA 210 Interactive Media I	3 cr	
	MDIA 314 Game Design I	3 cr	
	MDIA 316 Ethics and Gaming	3 cr	
			31 cr
	Select any three, in any combination:		3 cr
	GAME 201 Colloquium in Games (can be taken 3 times)	1 cr	
	GAME 202 Lab Practicum in Games (can be taken 3 times)	1 cr	
	CRDV 100 Employment Practicum	1 cr	
	Select six from the following:		18-19 cr
	MDIA 101 Introduction to Media Studies		
	MDIA 110 Intro to Design		
	MDIA 203 Video Production		
	MDIA 302 Editing		
	MDIA 304 Audio Production		
	MDIA 310 Interactive II		
	MDIA 311 Media Theory and Methods		
	MDIA 312 Online Culture		
	MDIA 313 Storytelling Across Media		
	MDIA 320 History of Electronic Media		
	MDIA 410 Game Design II		
	MDIA 411 Topics in Interactive Media		
	MDIA 431 3D Modeling and Visualization		
	MDIA 432 Animation		
	GAME 401 Human Computer Interaction		
	Select 15-16 credits from the following:		15-16 cr
	CMPT 220 Software Development I		
	CMPT 221 Software Development II		
	CMPT 230 Software System & Analysis		
	CMPT 414 Game Design & Programming I		
	CMPT 306 Data Comm & Networks		
	CMPT 308 Data Management		
	CMPT 330 System Design		
	CMPT 404 Artificial Intelligence		
	CMPT 415 Game Design & Programming II		
	CMPT 435 Algorithms		
	CMPT 460 Computer Graphics		
	GAME 401 Human Computer Interaction		
	MATH 205 Discrete Math		
	PHYS 211 General Physics		
	Total Credit Requirement for a Major in Games & Emerging Media		68 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	

21 cr

Pathway* 12 cr
 Courses addressing an interdisciplinary topic.

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives 12 cr
 Includes 6 credits of Internship

Total Credit Requirement for Graduation 120 cr

*Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN GAMES AND EMERGING MEDIA

CMPT 120 Introduction to Programming	4 cr
GAME 101 Introduction to Games	3 cr
MDIA 103 Digital Toolbox	3 cr
	<u>10 cr</u>

Select 12 credits from the following: 12 cr

- CMPT 220 Software Development I
- CMPT 414 Game Design & Programming I
- CMPT 415 Game Design & Programming II
- GAME 401 Human Computer Interaction
- MDIA 210 Interactive Media I
- MDIA 314 Game Design I
- MDIA 316 Ethics and Gaming
- MDIA 431 3D Modeling and Visualization
- MDIA 410 Game Design II

Total Credit Requirement for a Minor in Games and Emerging Media 22 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN GAMES AND EMERGING MEDIA: TECHNICAL DEVELOPMENT AND PROGRAMMING

FRESHMAN YEAR

FALL

GAME 101 Introduction to Games	3 cr
FYS 101 First Year Seminar	4 cr
CMPT 120 Introduction to Programming	4 cr
Core/LS: Math 205	4 cr
	<u>15 cr</u>

SPRING

CMPT 220 Software Development I	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
MDIA 103 Digital Toolbox	3 cr
Core/LS: Physics	<u>3 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

CMPT 221 Software Development II	4 cr
CMPT 230 Software Sys and Analysis	4 cr
Core/LS	3 cr
GAME 201 Colloquium in Games	1 cr
Pathway Elective	<u>3 cr</u>
	15 cr

SPRING

MDIA 314 Game Design I	3 cr
Core/LS	3 cr
Pathway Elective	3 cr
Concentration Elective	4 cr
GAME 201 Colloquium in Games	<u>1 cr</u>
	14 cr

JUNIOR YEAR**FALL**

Core/LS	3 cr
MDIA 301 Business of Games	3 cr
Pathway Elective	3 cr
GAME 201 Colloquium in Games	1 cr
Core/LS	3 cr
Elective	<u>2 cr</u>
	15 cr

SPRING

Core/LS: Ethics and Gaming	3 cr
Concentration Elective	4 cr
Pathway Elective	3 cr
Elective	3 cr
Employment Practicum	1 cr
	<u>14 cr</u>

SENIOR YEAR**FALL**

CMPT 414 Game Programming I	4 cr
GAME 480 Game Studio	3 cr
CMPT 306 Data Comm & Networking OR CMPT 308L Data Management	4 cr
Elective	<u>3 cr</u>
	14 cr

SPRING

GAME 481 Capping	3 cr
Concentration Elective	4 cr
Concentration Elective	4 cr
Elective/ Internship	6 cr
	<u>17 cr</u>

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN GAMES AND EMERGING MEDIA: DESIGN, WRITING & CULTURE

FRESHMAN YEAR**FALL**

GAME 101 Introduction to Games	3 cr
FYS 101 First Year Seminar	4 cr
MDIA 103 Digital Toolbox	3 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	<u>3 cr</u>
	16 cr

SPRING

Core/LS	3 cr
CMPT 120 Introduction to Programming	4 cr
MDIA 110 Introduction to Design	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SOPHOMORE YEAR**FALL**

CMPT 220 Software Development I	3 cr
MDIA 210 Interactive Media I	4 cr
Core/LS: Math 205	4 cr
MDIA 201 Writing for Media	1 cr
Pathway Elective	3 cr
GAME 201 Colloquium in Games	<u>1 cr</u>
	16 cr

SPRING

MDIA 314 Game Design I	3 cr
Core/LS	3 cr
Pathway Elective	3 cr
Concentration Elective	3 cr
CMPT 221 Software Development II	4 cr
	<u>16 cr</u>

JUNIOR YEAR**FALL**

Core/LS	3 cr
MDIA 301 Business of Games	3 cr
Pathway Elective	3 cr
GAME 201 Colloquium in Games	1 cr
Concentration Elective	3 cr
	<u>13 cr</u>

SPRING

MDIA 316 Ethics and Gaming	3 cr
Concentration Elective	3 cr
Pathway Elective	3 cr
Concentration Elective	3 cr
Employment Practicum	1 cr
	<u>13 cr</u>

SENIOR YEAR**FALL**

Concentration Elective	3 cr
GAME 480 Game Studio	3 cr
Elective	3 cr
Concentration Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

GAME 481 Capping	3 cr
Concentration Elective	3 cr
MDIA 410 Game Design II	3 cr
Internship	6 cr
	<u>15 cr</u>

GLOBAL STUDIES MINOR

CLAIRE KEITH, Ph.D., *Coordinator*

Global Studies is an interdisciplinary program intended to prepare students to live and work in, and make sense of, an increasingly interdependent and multicultural world. Students with an interest in international studies, as well as in careers in business, communications, education, environmental science, history, and politics, are encouraged to consider the minor as a supplement to their major. Courses in the minor focus on the critical study of cultures and systems outside of the United States, as well as on the political, economic, social, and cultural interrelationships within the contemporary global system.

In addition to the required academic coursework and experience in world languages and cultures, the program actively encourages students to expand their global interests with a regional specialization in their Core and Major courses, and with participation in the Marist International Club, the Marist Foreign Film program, and in community or international organizations. Advanced students have the opportunity to give formal lectures on campus about their global projects or commitments and to link non-classroom international experiences with their chosen field of study. The Global Studies program also works closely with the Department of Modern Languages and Cultures to offer customized support for language study; with the Study Abroad Program to integrate new destinations; and with the Graduate School and Fellowship Advisor to prepare for post-graduation work in international fields.

REQUIREMENTS FOR A MINOR IN GLOBAL STUDIES

Students will be held to the requirements of the catalog of the year in which they declare their major. Following are the requirements for the 2016-2017 catalog.

Coursework:

GBST/POSC/CSCU 103 Introduction to Global Issues	3 cr
Five qualifying electives chosen from at least three different disciplines (e.g., Business, Foreign Language, Political Science)	<u>15 cr</u>

Total Credits

18 cr

Other Requirements:

Foreign Language requirement. Students must demonstrate the equivalent of one year of successful college-level study in a foreign language. They can do this by either (i) taking two college-level foreign-language courses at the elementary level, or one intermediate-level course, which would count as electives for the minor, or (ii) getting approval by the Department of Modern Languages and Cultures to waive the requirement by demonstrating the equivalent of one year of college-level study in a foreign language.

An approved "international experience." In this component of the minor, students must take part in an experiential project which is international in scope and will normally include foreign travel. The Marist Abroad program experience is strongly recommended, but not required. Other options for the international experience requirement must be approved by the Program Coordinator in consultation with the Global Studies Committee members. These may include independent work abroad with a humanitarian organization; study abroad during a leave of absence; or fluency in a culture other than North-American from extended living abroad. Participation in the experience must be certified by appropriate documentation.

Regular Offerings Acceptable for the Global Studies Minor

Anthropology

ANTH 102 Introduction to Cultural Anthropology
ANTH 232 Religion and Culture

Art

ART 255 Pre-Columbian Art
ART 256 Chinese Art

Business

BUS 202 Global Business and Society
BUS 430 International Trade Management (prerequisite: BUS 100 or ACCT 204)
BUS 442 International Marketing (prerequisite: BUS 340)

Computer Technology

CMPT 305 Technology, Ethics and Society

Communication

COM 325 Intercultural Communication
COM 400 Gender, Culture and Communication
COM 488 Comparative Communication Systems

Criminal Justice

CRJU 350 Organized Crime
CRJU 377 Politics of Crime and Terrorism (prerequisite: CRJU 101 or POSC 101)
CRJU 440 Senior Seminar I: Cross Cultural Criminal Justice (prerequisites: CRJU 202 and 370)

Economics

ECON 150 Economics of Social Issues
ECON 305 Environmental Economics (prerequisite: ECON 103)
ECON 340 Economic Development: Towards Global Equality (prerequisite: ECON 103, 104, or 150)
ECON 432 International Financial Policies and Issues (prerequisites: ECON 103 and 104)
ECON 442 International Economics (prerequisites: ECON 103 and 104)

Environmental Science

ENSC 101 Introduction to Environmental Issues
ENSC 202 Environmental Politics and Policy

English

ENG 201 Introduction to Linguistics
ENG 302 Structure of English/World Englishes
ENG 353 Ethnic American Literature
ENG 370 Modern Jewish Literature
ENG 373 Literature of the Holocaust

Fashion Merchandising

FASH 455 International Retailing (prerequisite: FASH 265)

Foreign Language and Culture

All foreign language, culture, and civilization courses, including foreign literature in translation courses.

History

HIST 206 Afghanistan and its Wars
HIST 242 Introduction to the African Diaspora
HIST 252 Modern Europe
HIST 255 Catholic Church in Modern Times
HIST 262 History of Russia: The Russian Revolution
HIST 263 Eastern Europe and Russia from 1928 to the Present
HIST 267 Women in Asia
HIST 269 Modern Asia
HIST 271 Modern China
HIST 274 Modern Latin America
HIST 280 Modern Africa
HIST 285 The History and Political Culture of Ireland
HIST 313 The Vietnam War (prerequisite: six credits in history)
HIST 318 Drug Trade in Asia (prerequisite: six credits in history)
HIST 320 American Diplomatic History (prerequisite: six credits in history)
HIST 349 Modern Germany: Between Dictatorship and Democracy
HIST 355 History and Politics of the Modern Middle East (prerequisite: six credits in history)
HIST 375 Race Relations in Latin American History (prerequisite: six credits in history)

Media Arts

MDIA 326 Race & Ethnicity in Film
MDIA 422 Topics in Global Cinema (topic must be pre-approved by GBST coordinator)

Music

Music 226 Music Cultures of the World

Philosophy

PHIL 212 Philosophy of Society
PHIL 301 Environmental Ethics
PHIL 325 Contemporary Continental Philosophy
PHIL 340 Marx and Marxism

Political Science

POSC 111 Introduction to Comparative Politics
POSC 113 International Relations
POSC 202 Environmental Politics and Policy (prerequisites: POSC 110 and ENSC 101)
POSC 213 Politics of Human Rights (prerequisite: POSC 112 or 113)
POSC 236 Politics of Developing Areas (prerequisite: POSC 111)
POSC 251 European Politics (prerequisite: POSC 111 or 113)
POSC 285 The History and Political Culture of Ireland (Dual listed as HIST 325 (prerequisite: POSC 111))
POSC 290 International Law and Organization
POSC 271 Nationalism and Communism in China and Taiwan
POSC 280 Model United Nations (prerequisite: POSC 111 or 113)
POSC 321 Contemporary Political Theory
POSC 325 Political Economy: The Rise of the Asia-Pacific
POSC 350 Latin American Politics
POSC 351 African Politics
POSC 355 Comparative Politics of the Middle East

Psychology

PSYC 222 Community Psychology
PSYC 330 Culture and Psychology (prerequisite: PSYC 101)

Religious Studies

REST 209 World Religions
REST 219 Sociology of Religion
REST 230 Religion and Politics
REST 231 Social Ethics and Economics
REST 315 Global Liberation Theology
REST 320 Public Praxis I

Sociology

SOC 219 Sociology of Religion

Other courses to be approved in advance by the Global Studies Steering Committee.

HISTORY

NICHOLAS MARSHALL, Ph.D., *Chairperson*

MISSION:

The History Major enables students to make sense of the world that they are inheriting. In order to accomplish this task, students must be grounded in their own historical experience, which should be placed within an emerging international context. In addition, they should recognize the ongoing tensions over the nature of identity: ethnicity, sexuality, class, gender, race, and nationality. To this end, we train students to analyze issues that engage them as citizens of communities, nations, and the world. Our students should expect to confront issues of social responsibility, human rights and dignity, and their role in supporting and encouraging social justice.

The History Department systematically exposes students to a variety of areas: the United States, Europe, and those of the non-Western world. Within that framework, students have ample opportunity to pursue, in consultation with their advisors, specialized interests as career, life, or further educational goals may require. While we do not require study of a modern foreign language, we strongly recommend that path.

A study of history provides students with a wide variety of skills both for living and for work. A comprehension of the past and the dynamics of change illuminate the present and enable students not only to exercise responsible citizenship, but to enjoy autonomy in an increasingly complex world. Additionally, the study and understanding of history instills or enhances a capacity for analysis and synthesis, and these transferable skills have applicability to a wide range of careers. History opens the door to careers in adolescent and secondary education as well as graduate studies, professional schools, doctoral programs, or law school. The history curriculum also makes a particular effort to advance a central mission of Marist College, to enhance our students' awareness of enduring values-related issues.

The discipline also offers a concentration in public history, a growing profession. This concentration introduces students to the various applications of historical research and interpretation that occur outside the classroom. Museums, libraries, archives, corporations, and cultural institutions employ public historians to manage resources. Students interested in such a concentration should contact Dr. Steven Garabedian.

REQUIREMENTS FOR A BACHELOR OF ARTS IN HISTORY

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in History	
	HIST 226 American History to 1877	3 cr
	HIST 227 American History since 1877	3 cr
	HIST 477 Capping Course	3 cr
	CMPT 103 Technology for the 21st Century	3 cr
	Two courses from:	6 cr
	HIST 248 Medieval Europe	
	HIST 249 Early Modern Europe	
	HIST 252 Modern Europe	
	Three courses from:	9 cr
	HIST 206 Afghanistan and its Wars	
	HIST 242 Introduction to African Diaspora Studies	
	HIST 267 Women In Asia	
	HIST 268 Traditional Asia	
	HIST 269 Modern Asia	
	HIST 270 Traditional China	
	HIST 271 Modern China	
	HIST 273 Colonial Latin America	
	HIST 274 Modern Latin America	
	HIST 280 Modern Africa	
	HIST 313 The Vietnam War	
	HIST 318 Drug Trade in Asia	
	HIST 355 History and Politics of the Modern Middle East	
	HIST 375 Race and Ethnicity in Latin America	
	(Or another non-U.S., non-European history class to be approved by Chairperson)	

One course from: 3 cr
 HIST 413 FDR Research Seminar
 HIST 497 Public History Internship

History Electives 15 cr
 (Nine credits must be taken at the 300 level-seminar courses)

Credit Requirement in History 45 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar 4 cr
 ENG 120 Writing for College 3 cr 7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives 3 cr
 Ethics, Applied Ethics, or Religious Studies 3 cr
 Fine Arts 3 cr
 History 0 cr (fulfilled by major field req.)
 Literature 3 cr
 Mathematics 3 cr
 Natural Science 3 cr
 Social Science 3 cr 21 cr

Pathway*

Courses addressing an interdisciplinary topic. 12 cr

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives 35 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: HISTORY (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in History/Adolescence Education: Social Studies (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 103 of this catalog.

REQUIREMENTS FOR A BACHELOR OF ARTS IN HISTORY/SECONDARY EDUCATION

Note: A minimum of 90 credits in Liberal Arts is required.

1.0 Course Requirements in History

HIST 226 American History to 1877 3 cr
 HIST 227 American History since 1877 3 cr
 HIST 477 Capping Course 3 cr

Two courses from: 6 cr

HIST 248 Medieval Europe
 HIST 249 Early Modern Europe
 HIST 252 Modern Europe

Three courses from: 9 cr

HIST 206 Afghanistan and its Wars
 HIST 242 Introduction to African Diaspora Studies

- HIST 267 Women In Asia
- HIST 268 Traditional Asia
- HIST 269 Modern Asia
- HIST 270 Traditional China
- HIST 271 Modern China
- HIST 273 Colonial Latin America
- HIST 274 Modern Latin America
- HIST 280 Modern Africa
- HIST 313 The Vietnam War
- HIST 318 Drug Trade in Asia
- HIST 355 History and Politics of the Modern Middle East
- HIST 375 Race and Ethnicity In Latin America
- (Or another non-U.S., non-European history class to be approved by Chairperson)

One course from:	3 cr
HIST 413 FDR Research Seminar	
HIST 497 Public History Internship	
History Electives	<u>9 cr</u>
(Six credits must be taken at the 300 level-seminar course)	

Credit Requirement in History 36 cr

2.0 Course Requirements in Related Fields	
ECON 103 Prin Microeconomics, ECON 104 Prin of Macroeconomics	
OR ECON 105 Economics of Social Issues	3 cr
POSC 110 American National Government	<u>3 cr</u>

Credit Requirement in Related Fields 6 cr

3.0 Required Courses in the Certification Sequence*	
PSYC 101 Introduction to Psychology	3 cr
(prerequisite for upper-level psychology courses)	
PSYC 207 Exceptional Child (or EDUC 372 Inclusive Adolescence Ed)	3 cr
PSYC 318 Psychology of the Adolescent	3 cr
EDUC 101 Foundations of Education	3 cr
EDUC 150 Learning Through Technology	3 cr
EDUC 354 Teaching of the Language Arts	3 cr
EDUC 355 Teaching Language Arts in the Content Areas	3 cr
EDUC 410 Participation/Observation in Secondary Schools	1 cr
(taken concurrently with Content Methods)	
EDUC 420 Methods of Teaching in Secondary Schools	3 cr
EDUC 464 Student Teaching in the Secondary Schools	12 cr
Foreign Language***	3-6 cr

* With the exception of Student Teaching (P/F), a grade of C+ or better is required in all courses in this certification sequence.

*** Six credits at the elementary level or three credits at the intermediate level satisfy the state foreign-language requirement for teacher certification and may be fulfilled by AP courses.

Credit Requirement in Certification Sequence 40-43 cr

3.0 Core/Liberal Studies Requirements	
3.1 FOUNDATION	
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	<u>3 cr</u>
	7 cr

3.2 DISTRIBUTION	
Breadth	
PHIL 101 Philosophical Perspectives	3 cr
Ethics, Applied Ethics, or Religious Studies	3 cr
Fine Arts	3 cr
History	0 cr (fulfilled by major field req.)
Literature	3 cr
Mathematics	3 cr
Natural Science	3 cr
Social Science	<u>0 cr</u> (fulfilled by major field req.)
	18 cr

Pathway*

12 cr

Courses addressing an interdisciplinary topic.

Total Core/Liberal Studies Requirement	37 cr
4.0 Electives	<u>2-5 cr</u>
Total Credit Requirement for Graduation	124 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN HISTORY

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
HIST: Any 100 or 226, 227, 248, 249, 252	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SPRING

CMPT 103	3 cr
HIST 226, 227, 248, 249, or 252	3 cr
HIST 226, 227, 248, 249 or 252	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

HIST 226, 227, 248, 249, or 252	3 cr
HIST 200 Latin America/Asia/Africa	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

HIST 200 Latin America/Asia/Africa	3 cr
HIST 200 Latin America/Asia/Africa	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

HIST Elective (200 level)	3 cr
HIST Elective (200 level)	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

HIST Elective (300 level)	3 cr
HIST Elective (300 level)	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

HIST 477	3 cr
HIST Elective (300 level)	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

HIST 413 or HIST 497	3 cr
Core/LS	3 cr
HIST 413 or HIST 497	3 cr
Elective	3 cr
Elective	<u>2 cr</u>
	14 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN HISTORY/ ADOLESCENCE EDUCATION

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
HIST 226, 227, 248, 249, or 252	3 cr
POSC 110 or PSYC 101	<u>3 cr</u>
	16 cr

SPRING

HIST 226, 227, 248, 249 or 252	3 cr
HIST 226, 227, 248, 249, or 252	3 cr
POSC 110 or PSYC 101	3 cr
EDUC 101	3 cr
Foreign Language	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

HIST 226, 227, 248, 249, or 252	3 cr
HIST 200 Latin America/Asia/Africa	3 cr
PSYC 207	3 cr
EDUC 150	3 cr
ECON 103 or ECON 105	<u>3 cr</u>
	15 cr

SPRING

HIST 200 Latin America/Asia/Africa	3 cr
PSYC 318	3 cr
Foreign Language	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR**FALL**

HIST Elective (200 level)	3 cr
HIST Latin America/Asia/Africa	3 cr
EDUC 354	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>1 cr</u>
	16 cr

SENIOR YEAR**FALL**

HIST 413 or 497	3 cr
EDUC 420	3 cr
EDUC 410	1 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SPRING

HIST Elective (300 level)	3 cr
HIST 477	3 cr
EDUC 355	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>1 cr</u>
	16 cr

SPRING

EDUC 464	12 cr
HIST Elective (300-level)	3 cr
	<u>15 cr</u>

Career Areas: History majors who are interested in the career areas below are encouraged to take courses in the subject areas specified. Students should consult with their advisor on specific choices.

TEACHING—SECONDARY LEVEL

Students interested in this career should consult with the education faculty.

COMMUNICATION

English and Communication	12 cr
Social Science	6 cr
Social Science, Behavioral Science	6 cr
Business, Fine Arts, Computer Science	6 cr

FOREIGN SERVICE

Language	12 cr
Political Science	6 cr
Fine Arts	6 cr
Economics	12 cr

GOVERNMENT AND COMMUNITY SERVICE

English Expression	6 cr
Business—Economics	6 cr
Behavioral Science	6 cr
Political Science	6 cr
Math—Computer Science	6 cr

HISTORICAL PRESERVATION

Art History, Fine Arts	6 cr
Archaeology, Sociology, Anthropology	9 cr
Political Science, Economics	9 cr
Business, Writing	6 cr

MANAGEMENT

Business	12 cr
Writing	6 cr
Math—Computer Science	6 cr
Social Science, Behavioral Science	6 cr
Language	6 cr

GRADUATE SCHOOL

Language, Computer Science	6-12 cr
Social Science	6-12 cr
Philosophy	6 cr
Writing	6 cr

REQUIREMENTS FOR A MINOR IN HISTORY

HIST 248, HIST 249, or HIST 252	3 cr
HIST 226 American History to 1877	3 cr
HIST 227 American History since 1877	3 cr
Two of the following:	
HIST 242, HIST 267, HIST 268, HIST 269, HIST 270, HIST 271, HIST 273, HIST 274, HIST 280, HIST 318, HIST 355, HIST 375 (or another non-US., non-European history class to be approved by Chairperson)	6 cr
Any two HIST courses	6 cr

Total Credit Requirement for a Minor in History

21 cr

HONORS IN CORE/LIBERAL STUDIES

CAROLYN RINGER LEPRE, Ph.D., *Director*

The Marist Honors Program has as its mission developing scholars, leaders and global citizens. In keeping with the overall mission of the College, which espouses an ideal dedicated to helping students develop the intellect, character, and skills required for enlightened, ethical, and productive lives in the global community of the 21st century, Marist's Honors Program will provide opportunities for academic excellence, leadership, cultural enrichment, and global engagement. The Program offers outstanding students in all majors a variety of learning experiences in and outside the academic setting. Honors seminars and co-curricular activities, such as field trips

and lectures, bring together talented students who seek a more intensive and extensive educational experience. Promoting the adventure of intellectual pursuits, the Program challenges students to achieve their academic potential while they develop as responsible citizens and leaders in an increasingly culturally complex world. A participating student who successfully completes all of the requirements will receive an Honors certificate, a medallion to be worn at Commencement, and special recognition on his or her college transcript. Students interested in admission should contact the Program Director.

REQUIREMENTS FOR HONORS IN CORE/LIBERAL STUDIES

All students must take a minimum of 18 credit hours of Honors coursework to successfully complete this program of study.

1.0	Foundation Year courses:		7 cr
	FYSH 101 Honors First-Year Seminar	4 cr	
	ENGH 120 Honors Writing for College	3 cr	
1.1	Selection of one of the four Honors Seminars:		3 cr
	HONR 360/361 Honors Seminar in Philosophical & Moral Foundations	3 cr	
	HONR 370/371 Honors Seminar in Scientific & Quantitative Analysis	3 cr	
	HONR 380/381 Honors Seminar in Expression & Creativity	3 cr	
	HONR 390/391 Honors Seminar in Individual & Society	3 cr	
1.2	Selection of one of the four Honors Civic & Service Learning Seminars:		3 cr
	HONR 365/366 Honors Seminar in Philosophical & Moral Foundations	3 cr	
	HONR 375/376 Honors Seminar in Scientific & Quantitative Analysis	3 cr	
	HONR 385/386 Honors Seminar in Expression & Creativity	3 cr	
	HONR 395/396 Honors Seminar in Individual & Society	3 cr	
1.3	Honors-by-contract requirement:		4 cr
	HONR 401 Honors-by-Contract	1 cr*	
1.4	Research requirements:		4 cr
	HONR 420 Honors Thesis Project	3 cr	
	HONR 495 Honors Senior Seminar	1 cr	
Total Credit Requirements for Honors in Core/Liberal Studies			21 cr

*The credit hour will be linked to an existing non-honors course.

HUDSON RIVER VALLEY REGIONAL STUDIES MINOR

JAMES JOHNSON, Ph.D., *Coordinator*

The Hudson River Valley Regional Studies minor develops and fosters an understanding of the history, culture, and environment of this region and the place of regionalism more generally. This interdisciplinary minor assists students in understanding their community, the region, and connections of each to the larger world. It employs the ideas and methods of the liberal arts, natural and social sciences, and the fine arts. While the minor focuses on the Hudson River Valley, the knowledge, skills, and approaches to understanding developed can be applied to all regions. The minor is recommended for any student who plans to have a career that depends on ties to surrounding communities such as education, business, politics, or research in the natural or social sciences. Upon completion of the minor, students will understand how the regions where they have chosen to live and to work connect to the larger global community.

REQUIREMENTS FOR A MINOR IN HUDSON RIVER VALLEY REGIONAL STUDIES

All students must take History and Culture of the Hudson River Valley or Hudson River Valley Studies: History (Honors) and Introduction to Environmental Issues or Science, Technology, and Society: Environmental Science and Politics (Honors). A minimum of 12 credits in the minor must be taken at Marist College. In addition, all students are encouraged to complete an internship with an organization in the Hudson River Valley.

A.	Required Courses		
	HIST 218 History and Culture of the Hudson River Valley OR		
	HONR 330 Hudson River Valley Studies: History	3 cr	
	ENSC 101 Introduction to Environmental Issues OR		
	HONR 351 Science Technology, and Society:		
	Environmental Science and Policy	3 cr	
B.	Elective Courses		12 cr
	Students must take four electives from the following course offerings, and students will be strongly encouraged to distribute their electives across three or more disciplines:		
	ANTH 233 Native Americans		

ART 290 Museum Studies
 ENG 231 Literature of the Hudson River Valley
 ENSC 315 Natural History of the Hudson Valley
 HONR 331 Hudson River Valley Studies:
 Contemporary Poetry in the Hudson Valley
 HIST 220 The Empire State: A History of New York
 ECON 210 Innovation in the Hudson River Valley
 POSC 202/ENSC 202 Environmental Politics & Policy
 POSC 211 American State & Local Politics

Total Credit Requirement for a Minor in Hudson River Valley Regional Studies

18 cr

INFORMATION TECHNOLOGY AND SYSTEMS

ANNE MATHEUS, Ph.D., *Chairperson*

MISSION:

Information Technology and Systems (ITS) provides a common foundation in computing and networking technologies, databases, information systems and business before branching into two concentrations: Information Technology (IT) and Information Systems (IS). An ITS major with a concentration in IS provides students with a broad background in the rapidly changing discipline of Information Systems that serves as a bridge between Computer Science and Business. The program's courses offer a balance of technical and business skills that are pertinent to the development, implementation, and maintenance of information systems in a variety of organizational settings.

An ITS major with a concentration in IT prepares students in the areas of networking technologies, web technologies, and multimedia. In the area of networking technologies, the hardware and software components of networks and issues related to the design, implementation, administration, and security of networks will be studied. Web technology courses will deal with the latest technologies in web development including client-side and server-side technologies and e-commerce systems. Students will also study multimedia and the design of graphical interfaces.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION TECHNOLOGY

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course requirements in Major Field	
	CMPT 120 Introduction to Programming	4 cr
	CMPT 220 Software Development I	4 cr
	CMPT 221 Software Development II	4 cr
	CMPT 230 Software Systems and Analysis	4 cr
	CMPT 306 Data Communications and Networks	4 cr
	CMPT 308 Database Management	4 cr
	CMPT 307 Internetworking	4 cr
	CMPT 321 Architecture of Hardware and System Software	3 cr
	CMPT 330 System Design	4 cr
	CMPT 410 Systems Administration	4 cr
	CMPT 420 Internet Security	4 cr
	CMPT 430 Technology Entrepreneurship	3 cr
	CMPT 477 ITS Project I	3 cr
	CMPT 478 ITS Project II	1 cr
	Platform technology elective	3-4 cr
	ITS Upper-level electives *	6-8 cr
2.0	Course Requirements in Related Fields	
	BUS 100 Introduction to Business and Management	3 cr
	MATH 130 Introduction to Statistics	3 cr
	MATH 205 Discrete Math I	4 cr
	MATH 241 Calculus I	4 cr

Total Credit Requirement for a Major in ITS/Information Systems

73-76 cr

3.0	Core/Liberal Studies Requirements	
3.1	FOUNDATION	
	FYS 101 First Year Seminar	4 cr
	ENG 120 Writing for College	<u>3 cr</u>

7 cr

3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics: CMPT 305 Technology, Ethics, and Society	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			21 cr
	Pathway**		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives and/or internship 4-7 cr

Total Credit Requirement for Graduation 120 cr

* Elective Courses (6-8 credits) Information Technology majors extend their study of Information Technology by selecting two additional Computing Technology (CMPT) courses, both 300 level or above, in consultation with their faculty advisor. By selecting various combinations of courses, students can

- broaden their exposure to include the technologies in Enterprise Computing, E-commerce or Data Centers,
- focus on a particular Technology area that reflects their interests and career aspirations, or
- emphasize further study of Information Technology topics.

NOTE: Internship credits do not count for elective credits described in this section.

** Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION TECHNOLOGY

FRESHMAN YEAR

FALL

CMPT 120 Introduction to Programming	4 cr
MATH 130 Introduction to Statistics	3 cr
BUS 100 Intro to Business & Management	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Systems and Analysis	4 cr
MATH 205 Discrete Math I	4 cr
FYS 101 First-Year Seminar	4 cr
	<u>16 cr</u>

SOPHOMORE YEAR

FALL

CMPT 306 Data Communications & Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

CMPT 305 Technology, Ethics, and Society	3 cr
CMPT ITS Upper-level elective	3-4 cr
CMPT 321 Arch of Hardware & Sys Software	3 cr
Core/electives	<u>5-6 cr</u>
	15 cr

SPRING

CMPT 420 Internet Security	4 cr
Platform technology elective ³	3-4 cr
Core/electives	7-8 cr
	<u>15 cr</u>

SENIOR YEAR

FALL

CMPT 410 Systems administration	4 cr
CMPT 430 Technology Entrepreneurship	3 cr
CMPT 477 ITS Project I	3 cr
Core/electives	<u>3 cr</u>
	14 cr

SPRING

ITS Upper-level elective	3-4 cr
CMPT 478 ITS Project II	1 cr
Core/electives	9-10 cr
	<u>14 cr</u>

3 This is a CMPT course selected from those that teach a specific hardware and/or software platform. Such courses include those covering UNIX and z/OS.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION SYSTEMS

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course requirements in Major Field		
	CMPT 120 Introduction to Programming	4 cr	
	CMPT 220 Software Development I	4 cr	
	CMPT 221 Software Development II	4 cr	
	CMPT 230 Software Systems and Analysis	4 cr	
	CMPT 306 Data Communications and Networks	4 cr	
	CMPT 308 Database Management	4 cr	
	CMPT 307 Internetworking	4 cr	
	CMPT 321 Architecture of Hardware and System Software	3 cr	
	CMPT 330 System Design	4 cr	
	CMPT 428 Data and Information Management	4 cr	
	CMPT 460 Decision Support and Business Intelligence Systems	4 cr	
	CMPT 477 ITS Project I	3 cr	
	CMPT 478 ITS Project II	1 cr	
	CMPT Upper-level electives *	3-4 cr	
2.0	Course Requirements in Related Fields		
	ACCT 203 Financial Accounting	3 cr	
	BUS 100 Introduction to Business and Management	3 cr	
	BUS 340 Marketing Management	3 cr	
	ECON 103 Principles of Microeconomics OR		
	ECON 104 Principles of Macroeconomics	3 cr	
	MATH 130 Introduction to Statistics	3 cr	
	MATH 205 Discrete Math	4 cr	
	MATH 241 Calculus I	<u>4 cr</u>	
	Total Credit Requirement for a Major in ITS/Information Systems		73-74
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics: CMPT 305 Technology, Ethics and Society Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	0 cr	(fulfilled by major field req.)
			18 cr
	Pathway**		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		37 cr
4.0	Electives and/or internship		<u>9-10 cr</u>
	Total Credit Requirement for Graduation		120 cr

* Elective Courses (3-4 credits) Information Systems majors extend their study of Information Systems by selecting two additional Computing Technology (CMPT) courses, 300 level or above, in consultation with their faculty advisor. By selecting various combinations of courses, students can

- broaden their exposure to include the technologies in Enterprise Computing, E-commerce or Data Centers,
- focus on a particular Systems area that reflects their interests and career aspirations, or
- emphasize further study of Information Systems topics.

NOTE: Internship credits do not count for elective credits described in this section.

** Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY AND SYSTEMS WITH A CONCENTRATION IN INFORMATION SYSTEMS

FRESHMAN YEAR

FALL

CMPT 120 Intro to Programming	4 cr
MATH 130 Intro to Statistics	3 cr
BUS 100 Intro to Business & Mgmt	3 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	<u>3 cr</u>
	16 cr

SPRING

CMPT 220 Software Development I	4 cr
CMPT 230 Software Sys & Analysis	4 cr
MATH 205 Discrete Math I	4 cr
FYS 101 First-Year Seminar	<u>4 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

CMPT 306 Data Comm & Networks	4 cr
CMPT 221 Software Development II	4 cr
CMPT 308 Database Management	4 cr
Core L/S	<u>3 cr</u>
	15 cr

SPRING

MATH 241 Calculus I	4 cr
CMPT 307 Internetworking	4 cr
CMPT 330 System Design	4 cr
Core L/S	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

CMPT Upper Level Elective	3-4 cr
CMPT 321 Arc Hardware & Software	3 cr
ECON 103/104 Micro/Macro-economics	3 cr
Core L/S	3 cr
Core L/S	<u>3 cr</u>
	15-16 cr

SPRING

ACCT 203 Financial Accounting	3 cr
CMPT 428 Data & Info Management	4 cr
CMPT 305 Technology, Ethics and Society	3 cr
Core L/S	3 cr
General Elective	<u>3 cr</u>
	16 cr

SENIOR YEAR

FALL

CMPT 477 ITS Project I	3 cr
CMPT 460 Decision Support & Business Intelligence Systems	4 cr
Core L/S	3 cr
Core L/S	<u>3 cr</u>
	13 cr

SPRING

CMPT 478 ITS Project II	1 cr
BUS 340 Marketing Management	3 cr
Core L/S	3 cr
General Elective	3 cr
General Elective	<u>3-4 cr</u>
	13-14 cr

REQUIREMENTS FOR A MINOR IN INFORMATION TECHNOLOGY

CMPT 120 Introduction to Programming	4 cr
CMPT 220 Software Development I	4 cr
CMPT 221 Software Development II	4 cr
CMPT 306 Data Communications and Networks	4 cr
MATH 205 Discrete Mathematics	4 cr
CMPT 307 Internetworking	4 cr

Total Credit Requirement for a Minor in Information Technology 24 cr

REQUIREMENTS FOR A MINOR IN ENTERPRISE COMPUTING

CMPT 120L Introduction to Programming	4 cr
CMPT 220 Software Development I	4 cr
CMPT 315 Introduction to z/OS and Major Subsystems	4 cr
Select 3 electives from the following:	
CMPT 316N z/OS Networking	3 cr
CMPT 317N z/OS Security	3 cr
CMPT 451N z/OS Advanced Topics	3 cr
CMPT 452N z/OS RAS and PD	3 cr
CMPT 455N DB2 Fundamentals	3 cr
CMPT 456N z/OS Performance Fundamentals	3 cr
CMPT 453N z/OS Emerging Technologies	3 cr
CMPT 454N z/OS Installation	3 cr

Total Credit Requirement for a Minor in Enterprise Computing 21 cr

REQUIREMENTS FOR A MINOR IN INFORMATION SYSTEMS

CMPT 120L Introduction to Programming	4 cr
BUS 100N Introduction to Business and Management	3 cr
CMPT 230L Software Systems and Analysis	4 cr
CMPT 306 Data Communications	4 cr
CMPT 330L System Design	4 cr
CMPT 308L Database Management	4 cr

Total Credit Requirement for a Minor in Information Systems 23 cr

DATA CENTER FACILITIES MANAGEMENT ASSOCIATE AND PROFESSIONAL CERTIFICATES

The Data Center Facilities Management Associate and Professional Certificates provide a fast-track opportunity to (re)train for entry-level data center operations positions and to provide competency in critical infrastructure design and management, and problem-solving acumen. The program provides essential knowledge and skills in the unique aspects of managing the power, cooling and design of a data center facility as well as the information technology resources that continuously challenge system operational efficiency. The Professional certificate will focus on the interconnectivity of the data center, challenges of managing a “cloud” infrastructure and project management. Completion of the two certificates allows students to earn 20 undergraduate credits that can be applied toward the Marist College Bachelor of Science Degree in Liberal Studies with an emphasis in Data Center Technologies.

Admission Requirements: HS diploma or equivalency

Associate Certificate in Data Center Facilities Management

Requirements:

Students must pass each course with a “C” or better to attain certificates.

ITS 130 Information Technology and Systems Concepts	3 cr
CMPT 482 Introduction to Facilities Management	3 cr
CMPT 487 Advanced Facilities Management	3 cr

9 cr

Professional Certificate in Data Center Facilities Management

Requirements:

Students must pass each course with a “C” or better to attain certificates.

ITS 130 Information Technology and Systems Concepts	3 cr
CMPT 482 Introduction to Facilities Management	3 cr
CMPT 487 Advanced Facilities Management	3 cr
CMPT 306 Data Communication and Networks	4 cr
CMPT 309 Project Management	3 cr
CMPT 483 Cloud Infrastructure and Services	4 cr

20 cr

B.S./M.S. PROGRAM IN INFORMATION SYSTEMS

EITEL LAURIA, Ph.D., *Graduate Director, Information Systems*

This program is currently under revision. Please contact the School of Computer Science and Mathematics office for specific requirements.

ITALIAN

IVETTE ROMERO, Ph.D., *Chairperson*

MISSION:

The B.A. in Italian provides the foundational skills for spoken and written proficiency as well as essential knowledge of Italian culture through the study of a broad range of topics such as Italian literature, history, and contemporary ideas. The minor provides students with a solid base for the many professions linked with international endeavors and helps to prepare students to work in Italian and Italian American communities and institutions here and abroad.

With the growing interest in Italian and Italian American studies at a national level, students of the Italian program will have the opportunity to expand their knowledge and language skills by integrating the major or minor into other fields, such as business, communications, economics, education, fashion, history, and political science, through interdisciplinary coursework that explores various theoretical and methodological approaches. The program strongly encourages students to fulfill their immersion experience through study abroad at Marist’s branch campuses in Italy or other venues available through the Marist International Programs (MIP).

REQUIREMENTS FOR A BACHELOR OF ARTS IN ITALIAN

Note: A minimum of 90 credits in Liberal Arts is required.

STUDY ABROAD REQUIREMENT: Students must complete a minimum of 15 credits of course work in the major at an Italy branch campus. Additional semester(s) of study are strongly encouraged. Other study abroad programs in Italian-speaking environments will be considered with advisor approval.

1.0 Course Requirements in Italian

Approved courses in tracks:

Single Major Track

ITAL 201 Advanced Italian I	3 cr	
ITAL 250 Civilizations of Italy	3 cr	
ITAL 281 Italian for Conversation	3 cr	
ITAL 282 Advanced Reading and Composition	3 cr	
ITAL 477 Capping Course	3 cr	
Additional upper-level Italian courses at the 300 level or higher, as approved by advisor. At least one elective course must be in literature.	<u>21 cr</u>	36 cr

Double Major Track

ITAL 201 Advanced Italian I	3 cr	
ITAL 250 Civilizations of Italy	3 cr	
ITAL 281 Italian for Conversation	3 cr	
ITAL 282 Advanced Reading and Composition	3 cr	
ITAL 477 Capping Course	3 cr	
Additional upper-level Italian courses at the 300 level or higher, as approved by advisor. At least one elective course must be in literature.	<u>15 cr</u>	30 cr

NOTE: Internships carry elective credits and will not fulfill the above requirements.

Total Credit Requirement for a Major in Italian

30-36 cr

2.0 Core/Liberal Studies Requirements

2.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr

2.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	0 cr	(fulfilled by major field req.)
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	

21 cr

Pathway*

Courses addressing an interdisciplinary topic.	<u>12 cr</u>	
--	--------------	--

Total Core/Liberal Studies Requirement

40 cr

3.0 Electives

44-50 cr

Total Credit Requirement for Graduation

120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN ITALIAN

1.0	ITAL 201 Advanced Italian I	3 cr
	ITAL 250 Civilizations of Italy	3 cr
	ITAL 281 Italian for Conversation	3 cr
	ITAL 282 Advanced Reading and Composition	3 cr
	Italian Electives:	<u>6 cr</u>
	Two Italian courses selected with advisement at 300 level or higher.	
	At least one elective course must be in literature.	

Total Credit Requirement for a Minor in Italian

18 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN ITALIAN

FRESHMAN YEAR

FALL

ITAL 201 Advanced Italian I	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Elective	<u>3 cr</u>
	16 cr

SPRING

ITAL 281 Italian Conversation I	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

ITAL 282 Advanced Reading and Composition	3 cr
ITAL 300 or 400 Language/Literature	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

ITAL 250 Civilizations of Italy	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Literature	3 cr
ITAL 300 or 400 Level Language	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Elective	3 cr
ITAL 300 or 400 Level Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

ITAL 300 or 400 Level Elective	3 cr
Electives	<u>12 cr</u>
	15 cr

SPRING

ITAL 477 Capping Course	3 cr
Electives	<u>11 cr</u>
	14 cr

JEWISH STUDIES MINOR

JOSHUA BOAZ KOTZIN, Ph.D., *Coordinator*

The minor in Jewish Studies is an interdepartmental program which involves faculty from the departments of English, Religious Studies, History, and Political Science. A planned program of courses drawn from current and future offerings, the minor has been developed for students who wish to deepen their knowledge of Judaism and Jewish culture. Participation in the program can help students to perceive the relationship of Judaism to other world religions and to understand Judaism's impact on Western culture. It can stimulate reflection on fundamental human values.

A minimum of 18 credits constitutes the minor. In addition to the designated curriculum, independent study courses are available. Students can satisfy up to nine credits of the minor through summer study at the Hebrew University in Jerusalem. Arrangements should be made with the coordinator of the program.

REQUIREMENTS FOR A MINOR IN JEWISH STUDIES

1.0	Two courses selected from the following:	6 cr
	REST 201 Religion in America	
	REST 204 Judaism	
	REST 208 Judeo-Christian Scriptures	
	Four courses selected from the following:	<u>12 cr</u>
	HIST 272 The Ancient East	
	HIST 349 Modern Germany: Bismarck to Hitler	

ENG 370 Modern Jewish Literature
ENG 371 The Hebrew Bible as Literary Classic
ENG 373 Literature of the Holocaust
POSC 303 Politics of Prejudice

Students may fulfill requirements in other ways upon consultation with the Program Coordinator.

Total Credit Requirement for a Minor in Jewish Studies

18 cr

LATIN AMERICAN/CARIBBEAN STUDIES MINOR

IVETTE ROMERO, Ph.D., *Coordinator*

Description:

The Latin American/Caribbean Studies Minor offers a broad foundation in the humanities and social sciences and helps prepare students interested in working with Latin American/Caribbean communities in the United States and abroad. With the growing Latino/Hispanic/Caribbean populations in New York and the United States, students of Latin American/Caribbean descent have the opportunity to expand their knowledge and language skills (especially English, French and Spanish) by integrating work in the fields of Business, Communications, Economics, Education, Environmental Science, History, Political Science, and Sociology with interdisciplinary coursework that explores various theoretical and methodological approaches.

REQUIREMENTS FOR A MINOR IN LATIN AMERICAN/CARIBBEAN STUDIES

1.0 Course Requirements in Latin American/Caribbean Studies

One SPAN language course at the 200 level or higher 3 cr

Three of the following courses: 9 cr

HIST 273 History of Latin America to 1830

HIST 274 History of Latin America since 1830

POSC 350 Latin American Politics

SOC 336 Social Inequality

SPAN 260 Cultures of Latin America

SPAN 154 Civilization of Hispanics in the United States OR

SPAN 270 Cultures of Hispanics in the U.S.

Credit Requirement in Latin American/Caribbean Studies

12 cr

2.0 Course Requirements in Related Fields

Three courses approved by the Coordinator of
Latin American/Caribbean Studies

9 cr

One immersion experience which could include study abroad
in Latin America or the Caribbean, community service, or an
internship approved by the Coordinator.

0-6

Credit Requirement in Related Fields

9-15 cr

NOTE: All courses taken at the University of Havana (Cuba) count towards this minor.

Total Credit Requirement in Latin American/Caribbean Studies

21-27 cr

Current course offerings acceptable for the Latin American/Caribbean Studies Minor:

Anthropology:

ANTH 233 Native Americans

Art:

ART 255 Pre-Columbian Art

Business:

BUS 202 Global Business and Society

BUS 430 International Trade Management (prerequisite BUS 100 or ACCT 204)

BUS 442 International Marketing (prerequisite BUS 340)

Communications:

COM 325 Intercultural Communications

COM 488 Comparative Communications Systems

(Also see SPAN 335 Themes in Latin American Cinema)

Economics:

ECON 442 International Economics (prerequisite ECON 104 and 102)

Honors Program:

HONR 302 Seminar in Art of Culture: contingent on appropriate course topic

Media Arts:

MDIA 442 Topics in Global Cinema (Brazilian Cinema)

Modern Languages and Cultures:

SPAN 152 The Civilization of Latin America

SPAN 153 The Civilization of Puerto Rico

SPAN 154 Civilization: Hispanics in the United States

SPAN 220 Latin American Literature in Translation

SPAN 260 Cultures of Latin America (in Spanish)

SPAN 315 The Experience of Hispanic Literature (in Spanish)

SPAN 335 Themes in Latin American Cinema (also fulfills requirements for Cinema Studies Minor)

SPAN 270 Cultures of Hispanics in the U.S. (in Spanish)

SPAN 370 Latin American Women Writers (in Spanish)

SPAN 392, 393 Special Topics (focus on Latin America or the Caribbean)

SPAN 394, 395, 396 Internship in Spanish (focus on Latin American/Caribbean Diaspora)

SPAN 415 ICONS: Spanish Translation Techniques

SPAN 430-431 Spanish American Literature I-II (in Spanish)

SPAN 433 Literature of the Hispanic Caribbean (in Spanish)

SPAN 477 Capping (only when the focus is Latin American Literature)

SPAN 480 Seminar: Latin American Texts and the Disclosure of Continental History

FREN 315 French Africa and the Caribbean

History:

HIST 273 History of Latin America to 1830

HIST 274 History of Latin America since 1830

HIST 375 Race and Ethnicity in Latin America

Political Science:

POSC 213 Politics of Human Rights

POSC 113 International Relations

POSC 236 Politics of Developing Areas

POSC 350 Latin American Politics

Philosophy and Religion:

REST 219 Sociology of Religion

REST 225 Global Liberation Theology

Social Work:

SOCW 395 Social Work with Diverse Populations

Sociology:

SOC 336 Social Inequality

Other courses may fulfill the 3 elective requirements if approved by the Latin American/Caribbean Studies Coordinator.

LIBERAL STUDIES

DANIEL A. SZPIRO, Ph.D., *Dean*

JOEL T. BALDOMIR, Ph.D., *Faculty Director*

MISSION:

Recognizing that curricula designed for traditional college students do not always meet the educational needs of adult learners, Marist offers a Bachelor's degree program especially for adult learners. The Liberal Studies major provides the flexibility to tailor an education that meets an adult's personal and professional objectives while earning either a Bachelor of Arts or Bachelor of Science degree. The Liberal Studies major is available to adult students over the age of 22.

A Bachelor's degree with the Liberal Studies major has three main components: the major credit component, the core credit component, and the elective credit component.

The Major credit component requires a minimum of 45 credits. Of these 45 credits, a maximum of 15 credits can be transferred in from another college. Note: remaining transfer credits can be applied to the core and elective credit components following general college guidelines. Earning a Bachelor's degree with a Liberal Studies major allows students the flexibility, with faculty advisement, to design their major credit component. The major credit component can be broken down into 2 or 3 areas of study. Some common areas of study within the Liberal Studies major are (but not limited to) the following:

- Paralegal Certificate
- Leadership
- Psychology
- Organizational Administration

- Professional Studies
- Communication

Students can choose courses from the many additional areas of study offered by Marist and design a unique program based on their own previous experience and personal and professional goals.

The Core credit component is comprised of a six-course sequence drawn from various fields of study. These interdisciplinary courses fulfill the general education/core curriculum distribution required in traditional majors. The sequence begins with an initial course that requires students to develop an individualized program of study that takes into account their past educational experiences and their future goals. Subsequent courses focus on integrating learning from various disciplines. The final course in the sequence is the Capping Experience seminar where students apply knowledge from their major in a final project that allows them to consider a significant contemporary issue from an interdisciplinary perspective.

The School of Professional Programs also offers a cohort-based accelerated program as part of the Liberal Studies major. This program includes two predefined areas of study: 1 - Organizational Leadership and 2 - Communication. Students then need only choose a third area of study. The Organizational Leadership and Communication (OLC) program is open to students who have completed approximately two years of college-level work and meet transfer admission requirements. Students in this program have the opportunity to complete their undergraduate degree in as little as two years via an intensive, year-round, six-week course format that consists of one in-person class meeting each week, and additional learning activities conducted online using the iLearn course delivery platform.

A fully online option is also available for those wishing to major in Liberal Studies. Online semesters are accelerated, comprised of two, 10-week terms. Students have the ability to attend full-time by taking two courses per online term.

LIBERAL STUDIES MAJOR

REQUIREMENTS FOR A BACHELOR'S DEGREE IN THE LIBERAL STUDIES MAJOR

1.0 Liberal Studies Major Credit Component 45 cr

A minimum of forty-five (45) credits must be selected from a minimum of two different academic areas of study. If a student chooses 3 areas of study, each area must have a minimum of 12 credits in each area of study. If a student chooses 2 areas of study, then a minimum of 21 credits in one area of study and 24 in the other are required. Preferably, a student will select courses from two or three different areas, following a sequence of increasing depth and sophistication in each area. Of the total 45 credits, at least 21 of those credits must be upper-level courses, usually designated as 300-400 level courses, taken at Marist.

1.1 Transfer Credits applicable to areas of study.

Up to 15 of the 45 major credits may be transferred from another institution (the remaining 30 credits in the major component must be completed at Marist). Additional transfer credits can be applied to the elective credit component following general institutional guidelines.

2.0 Liberal Studies Major Core Credit Component

Interdisciplinary core requirements are as follows:

PHIL 103 World Views and Values	3 cr	
INTD 105 Perspectives on Education	3 cr	
INTD 209 Perspectives on the Humanities	3 cr	
INTD 212 Perspectives on Social Institutions	3 cr	
INTD 213 Perspectives on Science and History	3 cr	
INTD 477 Capping Experience	<u>3 cr</u>	
		18 cr

2.1 Writing Skills Requirements (part of the core component) 3 cr

The College requires that the student demonstrate proficiency in writing in order to graduate. The proficiency requirement may be satisfied in one of three ways:

1. By passing ENG 120 with a grade of C;
2. By transferring into the College a course equivalent to ENG 120 with a grade of C or better.
3. Satisfactory results of College Level Examination Program (CLEP) exam, minimum score determined by the College.

3.0 Electives 54 cr

Students are free to choose elective credits as they wish. Attention should be paid, however, to the mix of liberal arts and non-liberal arts courses (see below).

Total Credit Requirement for Graduation 120 cr

BA/BS Options

The Liberal Studies Major can be a BA or a BS degree, depending on the number of liberal arts credits. For the BA degree the student's program must include a minimum of 90 credits in the liberal arts and sciences. For a BS degree a minimum of 60 credits in the liberal arts and sciences is required.

Procedures

1. Advisement

All students pursuing the BA/BS Liberal Studies major must enroll in INTD 105L: Perspectives on Education. This course provides the context within which students will develop their Degree Plans and write the Study Plan Rationale. At the end of this course students will submit the Degree Plans and Study Plan Rationale to the Assistant Dean for approval. An advisor will also be designated to work with the student every semester in selecting courses consistent with his/her educational objectives.

2. Academic Review

Degree Plans may be revised and reassessed at any point; any course change must be approved by the Assistant Dean for the School of Professional Programs.

MATHEMATICS

TRACEY MCGRAIL, Ph.D., *Chairperson*

MISSION:

The mathematics major at Marist offers a solid grounding in the ideas and techniques of mathematics. During the junior and senior year, the student can use the upper-level elective mathematics courses to tailor the major to career goals. Applied Statistics, Operating Research, and Numerical Analysis emphasize the ideas and methods used in business and industry. Abstract Algebra II, Differential Equations, and Complex Variables emphasize the conceptual understanding of mathematics and the techniques useful in the sciences

Mathematics majors pursuing certification for Adolescence Education should refer to the Mathematics Education section of the catalog.

REQUIREMENTS FOR A BACHELOR OF ARTS IN MATHEMATICS

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Mathematics*		
	MATH 241, 242, 343, Calculus I-III	12 cr	
	MATH 210 Linear Algebra	3 cr	
	MATH 310 Introduction to Mathematical Reasoning	3 cr	
	MATH 330 Probability and Statistics	3 cr	
	MATH 410 Abstract Algebra I	3 cr	
	MATH 420 Mathematical Analysis I	3 cr	
	MATH 477 Capping Course	3 cr	
1.1	Additional Upper-Level Mathematics Courses	9 cr	
	MATH 321 Differential Equations		
	MATH 331 Applied Statistics		
	MATH 393 Special Topics in Mathematics I		
	MATH 394 Special Topics in Mathematics II		
	MATH 411 Abstract Algebra II		
	MATH 412 Computational Linear Algebra		
	MATH 421 Mathematical Analysis II		
	MATH 422 Applied Mathematics		
	MATH 423 Applied Mathematics II		
	MATH 424 Complex Analysis		
	MATH 430 Operations Research		
	MATH 440 Numerical Analysis		
	MATH 441 Combinatorics		
	MATH 450 Fundamental Concepts of Geometry		
	MATH 451 Elementary Topology		
	MATH 452 Foundations of Mathematics		
	Credit Requirement in Mathematics	39 cr	
2.0	Course Requirements in Related Fields		
	CMPT 120 Introduction to Programming OR	4 cr	
	DATA 220 Introduction to Data Analysis		
	Total Credit Requirement for a Major in Mathematics		<u>43 cr</u>
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
		7 cr	
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
		21 cr	

Pathway**
 Courses addressing an interdisciplinary topic.

12 cr

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives 37 cr

Students are encouraged to take courses in business, computer and information sciences, foreign languages, the natural sciences, and social sciences.

Total Credit Requirement for Graduation 120 cr

* While several of the 300-400 level mathematics courses are offered each semester, many of these courses are offered only annually or biennially. Please visit the Department of Mathematics page at the Marist College web site for the current schedule of course offerings.

** Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

HONORS IN MATHEMATICS

Up to approximately 10% of the graduating seniors in Mathematics or Applied Mathematics will be awarded Honors in Mathematics on the basis of 1) demonstrated achievement in the mathematics or applied mathematics major and 2) demonstrated ability to work independently on a project of greater depth than that normally required of majors. Students who wish to be considered for Honors in Mathematics should begin planning during the junior year, and then complete the items below under the guidance of a faculty project advisor during the senior year.

- Have the advisor present a project proposal to the Mathematics Department for formal approval (ideally at the start of the senior year).
- Conduct the research project as part of a 3- to 6-credit independent study.
- Present the results of the project in at least one approved public forum.
- Present the results of the project in written form (i.e., an Honors thesis) by the last day of final exams in the spring semester.

For more details please contact the Department Chair or visit the Department of Mathematics page at the Marist College web site.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MATHEMATICS

FRESHMAN YEAR

FALL

MATH 241 Calculus I	4 cr
CMPT 120 Intro to Programming	4 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
	<u>15 cr</u>

SPRING

MATH 242 Calculus II	4 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

MATH 343 Calculus III	4 cr
MATH 210 Linear Algebra	3 cr
Core/LS	3 cr
Core/LS	3 cr
General Elective	<u>3 cr</u>
	16 cr

SPRING

MATH 310 Intro Math Reasoning	3 cr
Core/LS	3 cr
Core/LS	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

MATH 300/400-level Requirement	3 cr
MATH 300/400-level Requirement	3 cr
Core/LS	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

SPRING

MATH 300/400-level Elective	3 cr
MATH 300/400-level Elective	3 cr
Core/LS	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

MATH 300/400-level Requirement	3 cr
MATH 300/400-level Elective	3 cr
Core/LS	3 cr
General Elective	3 cr
General Elective	<u>3 cr</u>
	15 cr

SPRING

MATH 477 Capping Course	3 cr
General Elective	3 cr
General Elective	3 cr
General Elective	4 cr
	<u>13 cr</u>

REQUIREMENTS FOR A MINOR IN MATHEMATICS

MATH 241, 242, 343, Calculus I-III	12 cr
MATH 310 Introduction to Mathematics Reasoning	3 cr
Select One:	
MATH 210 Linear Algebra	3 cr
MATH 205 Discrete Mathematics	4 cr

Total Credit Requirement for a Minor in Mathematics

18-19 cr

MATHEMATICS EDUCATION

TRACEY MCGRAIL, Ph.D., *Chairperson*

MISSION:

The mathematics major at Marist offers a solid grounding in the ideas and techniques of mathematics. During the junior and senior year, the student can use the upper-level elective mathematics courses to tailor the major to career goals. Applied Statistics, Operations Research, and Numerical Analysis emphasize the ideas and methods used in business and industry. Abstract Algebra II, Differential Equations, and Complex Variables emphasize the conceptual understanding of mathematics and the techniques useful in the sciences.

In partnership with the Department of Teacher Education in the School of Social & Behavioral Sciences, the Department of Mathematics has established a mathematics major curriculum that leads to provisional New York State certification in Adolescence Education with a specialization in Mathematics. This curriculum, approved by the New York State Education Department, includes courses in mathematics, as well as courses designed to prepare students for a secondary school teaching career. A supervised student teaching experience, arranged by the Department of Teacher Education, is included.

Program Requirements for New York State Teacher Certification in Adolescence Education: Mathematics (Grades 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: Mathematics (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Teacher Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Information about eligibility for this program as well as education and related field requirements for Adolescence Education certification can be found on page 103 of this catalog.

REQUIREMENTS FOR A BACHELOR OF ARTS IN MATHEMATICS WITH ADOLESCENCE EDUCATION CERTIFICATION

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Mathematics*	
	MATH 241, 242, 343, Calculus I-III	12 cr
	MATH 210 Linear Algebra	3 cr
	MATH 310 Introduction to Mathematical Reasoning	3 cr
	MATH 330 Probability and Statistics	3 cr
	MATH 410 Abstract Algebra I	3 cr
	MATH 420 Mathematical Analysis I	3 cr
	MATH 450 Fundamental Concepts of Geometry	3 cr
	MATH 477 Capping Course	3 cr
1.1	Additional Upper-Level Mathematics Courses*	6 cr
	MATH 321 Differential Equations	
	MATH 331 Applied Statistics	
	MATH 393 Special Topics in Mathematics I	
	MATH 394 Special Topics in Mathematics II	
	MATH 411 Abstract Algebra II	
	MATH 412 Computational Linear Algebra	
	MATH 421 Mathematical Analysis II	
	MATH 422 Applied Mathematics	
	MATH 423 Applied Mathematics II	
	MATH 424 Complex Analysis	
	MATH 430 Operations Research	
	MATH 440 Numerical Analysis	
	MATH 441 Combinatorics	
	MATH 451 Elementary Topology	
	MATH 452 Foundations of Mathematics	

Credit Requirement in Mathematics

39 cr

2.0	Course Requirements in Related Fields		
	CMPT 120 Introduction to Programming OR		4 cr
	DATA 220 Introduction to Data Analysis		
3.0	Education Classes		
	PSYC 101 Intro to Psychology	3 cr	(credits fulfill the Core/LS social science req.)
	PSYC 207 Exceptional Child		
	or EDUC 372 Inclusive Adolescence Education	3 cr	(credits fulfill the Core/LS social science req.)
	PSYC 318 Psychology of the Adolescent	3 cr	
	EDUC 101 Foundations of Education	3 cr	
	EDUC 150 Learning Through Technology	3 cr	
	EDUC 354 Teaching of Language Arts	3 cr	
	EDUC 355 Teaching Language Arts/Content Areas	3 cr	
	EDUC 410 Participation/Observation	1 cr	
	EDUC 424 Methods of Teaching Mathematics in Secondary Schools	3 cr	
	EDUC 464 Student Teaching	12 cr	
	Foreign Language**	<u>3-6 cr</u>	
	Credit Requirement in Education		40-43 cr

Total Credit Requirement for a Major in Mathematics Education 83-86 cr

4.0	Core/Liberal Studies Requirements		
4.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	7 cr
4.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by education req.)
			18 cr
	Pathway***		<u>12 cr</u>
	Courses addressing an interdisciplinary topic		

Total Core/Liberal Studies Requirement 37 cr

Total Credit Requirement for Graduation 120-123 cr

* While several of the 300-400 level mathematics courses are offered each semester, many of these courses are offered only annually or biennially. Please visit the Department of Mathematics page at the Marist College web site for the current schedule of course offerings.

** **Foreign Language Requirement:** Six credits at the elementary level or three credits at the intermediate level satisfy the foreign-language requirement for teacher certification and can be fulfilled by AP courses.

*** Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

For more details please contact the Department Chair or visit the Department of Mathematics page at the Marist College web site.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MATHEMATICS WITH ADOLESCENCE EDUCATION CERTIFICATION

FRESHMAN YEAR

FALL

MATH 241 Calculus I	4 cr
CMPT 120 Intro to Programming	4 cr
PSYC 101 Intro to Psychology	3 cr
FYS 101 First Year Seminar	4 cr
	<hr/>
	15 cr

SPRING

MATH 242 Calculus II	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
EDUC 101 Foundations of Education	3 cr
Core Dist.	<u>3 cr</u>
	16 cr

SOPHOMORE YEAR

FALL

MATH 343 Calculus III	4 cr
MATH 210 Linear Algebra	3 cr
EDUC 150 Learning Through Technology	3 cr
PSYC 207 The Exceptional Child or EDUC 372 Inclusive Adolescence Education	3 cr
Core Dist.	<u>3 cr</u>
	16 cr

SPRING

MATH 310 Intro to Math Reasoning	3 cr
PSYC 318 Psychology of the Adolescent	3 cr
Core Dist.	3 cr
Core Dist.	3 cr
Core Dist.	3 cr
	<hr/>
	15 cr

JUNIOR YEAR

FALL

MATH 450 Fund. Concepts of Geometry or MATH 300/400-level Requirement	3 cr
MATH 300/400-level Requirement	3 cr
EDUC 354 Teaching of Language Arts	3 cr
Core Dist. – Elem. Foreign Lang.	3 cr
Core Dist.	<u>3 cr</u>
	15 cr

SPRING

MATH 300/400-level Elective	3 cr
MATH 300/400-level Elective	3 cr
EDUC 355 Reading/Writing Content Area	3 cr
Core Dist. – Elem. Foreign Lang.	3 cr
General Elective	3 cr
	<hr/>
	15 cr

SENIOR YEAR

FALL

EDUC 410 Participation/Observation	1 cr
EDUC 424 Methods of Teaching Math	3 cr
MATH 450 Fund. Concepts of Geometry or MATH 300/400-level Requirement	3 cr
MATH 300/400-level Requirement	3 cr
Core Dist.	<u>3 cr</u>
	13 cr

SPRING

MATH 477 Capping Course	3 cr
EDUC 464 Student Teaching	12 cr
	<hr/>
	15 cr

MEDIA ARTS

SUE LAWRENCE, Ph.D., *Chairperson, Media Arts Department*

MISSION:

The B.A. in Media Studies and Production fosters critical thinking, strong hands-on skills, and creativity in the study and production of media. Drawing from a strong liberal arts foundation, Media Studies and Production integrates the history, theory, and analysis of visual culture with production experience and internship opportunities in the areas of television, film, interactive media, and game design. It prepares students for fulfilling careers in a wide-range of media industries.

The program offers concentrations in Film & Television and Interactive Media & Game Design, as well as three minors in Digital Video Production, Interactive Media, and Cinema Studies.

Opportunities for internships are readily available. The strong alumni network of the School of Communication and the Arts ensures that students intern in some of the top media organizations in the Northeast, including the major television networks, film studios, public relations firms, radio stations, game studios, design firms, technology companies, nonprofit and human-service agencies, and Fortune 500 companies. This on-the-job training prepares graduates to enter this exciting and ever-changing profession.

OBJECTIVES:

The goals and objectives of the B.A. in Media Studies and Production are:

1. To develop students' understanding of media theory and the ability to translate this knowledge successfully into practice through the gathering, evaluating, and synthesizing of information from various sources.
2. To develop students' ability to communicate effectively in writing and through various forms of media technologies.
3. To develop students' creative, innovative, aesthetic, and critical skills in producing visual, audio, and/or written works of excellence.

MINORS

The program also includes minors in Digital Video Production, Interactive Media, and Cinema Studies for students outside Media Studies and Production who are interested in combining the study or the production of media with other disciplines. Students in Media Studies and Production cannot complete these minors. Students can, however, declare a double concentration in Film & Television and Interactive Media & Game Design.

Foundation Courses (6 credits)

Students majoring in Media Studies and Production are required to take two foundation courses. These courses will be taken during the freshman year.

MDIA 101 Introduction to Media Studies	3 cr
MDIA 103 Digital Toolbox	3 cr

Concentrations (33 credits)

Media Studies and Production majors are required to select one of two concentrations: Film & Television or Interactive Media & Game Design. The courses that make up the concentration requirements provide both focus and depth of study.

Interactive Media & Game Design Concentration

MDIA 110 Intro to Design
MDIA 201 Writing for Media
MDIA 210 Interactive Media I
MDIA 310 Interactive Media II
MDIA 311 Media Theory and Methods

Select two:

MDIA 312 Online Culture
MDIA 313 Storytelling Across Media
MDIA 316 Ethics and Gaming
MDIA 320 History of Electronic Media
MDIA 411 Topics in Interactive Media (can be taken up to three times under different topics)

Select four:

MDIA 203 Video Production
MDIA 302 Editing
MDIA 304 Audio Production
MDIA 314 Game Design I
MDIA 410 Game Design II
MDIA 432/Art 432 3D Animation
Any approved Digital Media courses offered through the Art department

Film & Television Concentration

MDIA 120 Art of Film
MDIA 201 Writing for Media
MDIA 203 Video Production

Select one:

MDIA 321 Television Theory and Criticism
MDIA 322 Film Theory and Criticism

Select three:

MDIA 320 History of Electronic Media
MDIA 323 Film and History
MDIA 324 Experimental Film and Video
MDIA 325 Documentary
MDIA 326 Race and Ethnicity in Film
MDIA 331 Current Issues in Television (can be taken up to three times under different topics)
MDIA 332 Current Issues in Film (can be taken up to three times under different topics)
MDIA 335 Gender and Media
MDIA 339 Film and Literature
MDIA 421 Topics in Television (can be taken up to three times under different topics)
MDIA 422 Topics in Global Cinema (can be taken up to three times under different topics)

Select four. One must be at the 400 level:

MDIA 301 Screenwriting for Film and Television
MDIA 302 Editing
MDIA 304 Audio Production
MDIA 305 Lighting and Cinematography
MDIA 306 Media Performance
MDIA 401 Advanced Screenwriting
MDIA 402 Advanced Post Production
MDIA 403 Multi-Camera Production
MDIA 405 Digital Filmmaking

Electives (6 credits)

Each student is required to take two additional elective courses at any level drawn from Media Arts or Communication. These courses could be selected to allow a greater depth in investigating subjects encountered in the foundation or concentration requirements. Alternatively, these courses could be designed to broaden a student's understanding of subjects beyond the student's specialized concentration.

Note: Internships carry non-liberal-arts elective credits and will not fulfill the above requirements.

Capping Course (3 credits)

MDIA 480 Capping

REQUIREMENTS FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION

Note: A minimum of 90 credits in Liberal Arts is required.

1.0 Course Requirements in Media Studies and Production

Foundation Courses	6 cr
Concentration Courses	33 cr
Electives	6 cr
Capping Course	3 cr

Total Credit Requirement in Media Studies and Production 48 cr

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	<u>3 cr</u>	7 cr

3.2 DISTRIBUTION

Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	<u>24 cr</u>

Pathway*		<u>12 cr</u>
Courses addressing an interdisciplinary topic.		

Total Core/Liberal Studies Requirement 43 cr

3.0 General Electives and Internship 29 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

Internships 0-14 credits

Students may take up to 14 general elective non-liberal arts credits in internships during fall, spring, and summer semesters only. Students may enroll in more than one internship. International internships are available through application to the Marist International Program (MIP). Student must have Junior standing and permission of the Internship Director.

Prerequisite: CRDV 100N Employment Practicum (1 credit) must be completed prior to the semester in which the student plans to do an internship.

ACADEMIC REQUIREMENTS:

- Completion of 60 credits
- 2.5 G.P.A.
- Meet in person with Internship Director prior to start of the semester of the internship.

Requirements for a Minor in Digital Video Production (15 credits)

Two required courses:

- MDIA 103 Digital Toolbox
- MDIA 203 Video Production

Select three:

- MDIA 201 Writing for Media

- MDIA 301 Screenwriting for Film and Television
- MDIA 302 Editing
- MDIA 304 Audio Production
- MDIA 305 Lighting and Cinematography
- MDIA 306 Media Performance
- MDIA 403 Multi-Camera Production
- MDIA 405 Digital Filmmaking

Requirement for a Minor in Interactive Media (15 credits)

Two required courses:

- MDIA 103 Digital Toolbox
- MDIA 210 Interactive Media I

Select three:

- MDIA 201 Writing for Media
- MDIA 310 Interactive Media II
- MDIA 311 Media Theory and Methods
- MDIA 312 Online Culture
- MDIA 313 Storytelling Across Media
- MDIA 314 Game Design I

Requirements for a Minor in Cinema Studies (15 credits)

Two required courses:

- MDIA 120 Art of Film
- MDIA 322 Film Theory and Criticism

Select three:

- MDIA 323 Film and History
- MDIA 324 Experimental Film and Video
- MDIA 325 Documentary
- MDIA 326 Race and Ethnicity in Film
- MDIA 332 Current Issues in Film (can be taken up to three times under different topics)
- MDIA 335 Gender and Media
- MDIA 339 Film and Literature
- MDIA 422 Topics in Global Cinema (can be taken up to three times with new topics)
- FREN 305 Studies in French Film and Literature
- SPAN 330 Themes in Spanish Cinema
- SPAN 335 Themes in Latin American Cinema
- PHIL 333 Philosophy and Film

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION: FILM AND TELEVISION CONCENTRATION

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
MDIA 103 Digital Toolbox	3 cr
MDIA 120 Art of Film	<u>3 cr</u>
	16 cr

SPRING

MDIA 102 Introduction to Media Studies	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

MDIA 201 Writing for Media	3 cr
MDIA 203 Video Production	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MDIA 321 Film Theory and Criticism	3 cr
MDIA Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

MDIA Theory/History/Analysis	3 cr
MDIA Production	3 cr
MDIA Production	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

MDIA Theory/History/Analysis	3 cr
MDIA Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

MDIA Production	3 cr
MDIA Theory/History/Analysis	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>3 cr</u>
	15 cr

SPRING

MDIA 480 Capping	3 cr
MDIA Production	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>2 cr</u>
	14 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION: INTERACTIVE MEDIA AND GAME DESIGN CONCENTRATION

FRESHMAN YEAR**FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
MDIA 103 Digital Toolbox	3 cr
MDIA 120 Art of Film	<u>3 cr</u>
	16 cr

SPRING

MDIA 102 Introduction to Media Studies	3 cr
MDIA 110 Introduction to Design	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR**FALL**

MDIA 201 Writing for Media	3 cr
MDIA 210 Interactive Media I	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MDIA 310 Interactive Media II	3 cr
MDIA Production	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR**FALL**

MDIA 311 Media Theory and Methods	3 cr
MDIA Production	3 cr
MDIA Production	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

MDIA Theory/History/Analysis	3 cr
MDIA Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

MDIA Production	3 cr
MDIA Theory/History/Analysis	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>3 cr</u>
	15 cr

SPRING

MDIA 480 Capping	3 cr
MDIA Elective	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>2 cr</u>
	14 cr

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN MEDIA STUDIES AND PRODUCTION: DOUBLE CONCENTRATION IN FILM & TELEVISION AND INTERACTIVE MEDIA & GAME DESIGN

FRESHMAN YEAR**FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
MDIA 103 Digital Toolbox	3 cr
MDIA 120 Art of Film (Core/LS)	<u>3 cr</u>
	16 cr

SPRING

MDIA 102 Introduction to Media Studies	3 cr
MDIA 110 Introduction to Design	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR**FALL**

MDIA 201 Writing for Media	3 cr
MDIA 203 Video Production	3 cr
MDIA 210 Interactive Media I	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MDIA 321 Film Theory and Criticism	3 cr
MDIA 310 Interactive Media II	3 cr
MDIA Theory/History/Analysis*	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

MDIA 311 Media Theory and Methods	3 cr
MDIA 302 Editing	3 cr
MDIA 304 Audio Production	3 cr
MDIA Theory/History/Analysis*	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

MDIA Theory/History/Analysis*	3 cr
MDIA Theory/History/Analysis*	3 cr
Elective	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

MDIA Production**	3 cr
MDIA Theory/History/Analysis*	3 cr
Elective or Internship	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>3 cr</u>
	15 cr

SPRING

MDIA 480 Capping	3 cr
MDIA Production**	3 cr
MDIA Production**	3 cr
Elective or Internship	3 cr
Elective or Internship	<u>2 cr</u>
	14 cr

* Three courses from Film & Television and two from Interactive Media & Game Design

** Two courses from Film & Television and one from Interactive Media & Game Design

MEDICAL TECHNOLOGY

TERRANCE PASKELL, M.A., M.L.S., (ASCP)CM, Chairperson

MISSION:

The mission of the Department of Medical Laboratory Sciences is to provide students with a thorough understanding of the body of knowledge in the field of medical technology and its application in the medical laboratory setting.

OBJECTIVES:

The program of study in medical technology is designed to achieve the following objectives:

- To educate students to perform competently as medical technologists at the career-entry level.
- To develop in students problem-solving skills and leadership qualities in preparation for educational and supervisory positions in medical technology.
- To cultivate in students an appreciation for continuing education and the need for lifelong learning in the field of laboratory medicine.
- To provide students with the foundation for further study and advancement in many academic and professional areas.

Although not a requirement for graduation, students are prepared and eligible to take national certification examinations. On completion of the degree requirements at Marist College and national certification, graduates are qualified to apply for a New York State Department of Education license to practice in clinical laboratories in the State of New York.

Medical Technology offers exciting educational and career opportunities for students wishing to combine an interest in the sciences with laboratory medicine and diagnostic health care. As vital members of the health care team, medical technologists work closely with pathologists and other physicians to provide information needed for the diagnosis and therapeutic management of disease. Technologists may pursue diverse career opportunities. They may work in hospital, university, government, or industrial laboratories. They represent the upper division of medical laboratory personnel and can establish challenging careers in laboratory administration, specialized research, technical services, marketing, or in medical technology education. Graduates are qualified to enter graduate programs leading to masters and doctoral degrees. Medical Technology, with carefully chosen elective coursework, is an excellent major for students wishing to pursue professional degrees in human medicine, dentistry, veterinary medicine, physician/pathologist assistant programs, podiatry, physical therapy, and other health areas.

The Medical Technology Program at Marist College is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).* The program represents a cooperative effort between the College and regional clinical laboratories to provide a four-year curriculum leading to a Bachelor of Science degree with a major in Medical Technology. Students have a strong foundation in liberal arts and take courses in biology, chemistry, math, and computer science in preparation for advanced clinical courses. Students in clinical courses on campus gain experience in a simulated medical laboratory. Clinical courses include Hematology, Clinical Microscopy, Clinical Immunology/Immunohematology, Clinical Microbiology, and Clinical Chemistry. The curriculum emphasizes an understanding of the pathogenesis and manifestation of disease analyzed by laboratory testing and the theoretical principles supporting laboratory tests. Students spend six months in affiliated medical laboratories studying diagnostic evaluation and therapeutic monitoring of actual patient cases. They study side by side with professional medical technologists, utilizing state-of-the-art analytical instrumentation, while under the direction and supervision of Marist College faculty. The Marist program is formally affiliated with eight medical centers: MidHudson Regional Hospital of Westchester Medical Center, Poughkeepsie, NY; Vassar Brothers Medical Center, Poughkeepsie, NY; the Veterans Affairs Hudson Valley Health Care System, Castle Point, NY; Kingston Benedictine Hospitals Laboratory, Kingston, NY; St. Luke's Cornwall Hospital, Newburgh/Cornwall, NY; Columbia Memorial Hospital, Hudson, NY; Sharon Hospital, Sharon, CT; and Memorial Sloan Kettering Cancer Center (MSKCC), New York, NY. All of these facilities are located within commuting distance of the College (except MSKCC, a voluntary rotation site) so students can continue to reside on campus. Students must achieve a minimum grade-point average of 2.5 in all required science and math courses to participate in the clinical portion of the program. A grade of C or better is required in each clinical course (I and II). All clinical I courses must be completed with a minimum grade of C prior to starting the internship phase of the program.

The program provides an opportunity for students with an Associate degree in Medical Laboratory Technology or the Natural Sciences to complete a Bachelor of Science degree with a major in Medical Technology at Marist College. These transfer students receive a maximum of 70 credits for courses taken at other accredited institutions of higher education and can usually complete the Marist College program in two years with full-time study.

* National Accrediting Agency for Clinical Laboratory Sciences, 5600 N. River Rd., Suite 720, Rosemont, Illinois 60018-5119, Phone: (847) 939-3597 or (773) 714-8880, web page: <http://www.naacls.org>

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN MEDICAL TECHNOLOGY

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Medical Technology		
	MEDT 260 Methods in Medical Technology	4 cr	
	MEDT 301 Clinical Microbiology I	4 cr	
	MEDT 305 Clinical Chemistry I	4 cr	
	MEDT 315 Hematology I	4 cr	
	MEDT 340 Clinical Immunology/Immunoematology I	4 cr	
	MEDT 345 Clinical Microscopy I	1 cr	
	MEDT 350 Clinical Foundations in Medical Laboratory Sciences	1 cr	
	MEDT 401 Clinical Microbiology II	4 cr	
	MEDT 405 Clinical Chemistry II	4 cr	
	MEDT 410 Hematology II	4 cr	
	MEDT 440 Clinical Immunology/Immunoematology II	4 cr	
	MEDT 445 Clinical Microscopy II	1 cr	
	MEDT 477 Topics in Medical Technology (Capping Course)	<u>3 cr</u>	
	Credit Requirement in Medical Technology		42 cr
2.0	Course Requirements in Related Fields		
	BIOL 130 General Biology I	4 cr	
	BIOL 131 General Biology II	4 cr	
	BIOL 312 Microbiology	4 cr	
	BIOL 315 Immunology	3 cr	
	BIOL 421 Parasitology	4 cr	
	CHEM 131 General Chemistry I	4 cr	
	CHEM 132 General Chemistry II	4 cr	
	CHEM 201 Intro to Organic Chemistry OR		
	CHEM 211 Organic Chemistry I AND		
	CHEM 212 Organic Chemistry II	3-6 cr	
	MATH 130 Introductory Statistics I	3 cr	
	CMPT 103 Technology for the 21st Century	3 cr	
	Credit Requirement in Related Fields		<u>36-39 cr</u>
	Total Credit Requirement for a Major in Medical Technology		78-81 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	0 cr	(fulfilled by major field req.)
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		12 cr
	Courses addressing an interdisciplinary topic.		
	Total Core/Liberal Studies Requirement		37 cr
4.0	Electives		<u>2-5 cr</u>
	Recommended Elective Courses:		
	BIOL 201 Human Anatomy and Physiology I	4 cr	
	BIOL 202 Human Anatomy and Physiology II	4 cr	
	BIOL 325 Histology	4 cr	

BIOL 450 Biotechnology	4 cr
BIOL 320 Genetics	4 cr
BIOL 340 Comparative Anatomy	4 cr
BIOL 430 Developmental Biology	4 cr
BIOL 440 Vertebrate Physiology	4 cr
CHEM 355 Analytical Chemistry	4 cr
CHEM 420 Biochemistry I	3 cr
CHEM 421 Biochemistry II	3 cr
MATH 241 Calculus I	4 cr
MATH 242 Calculus II	4 cr
MATH 343 Calculus III	4 cr
PHYS 201 College Physics I	3 cr
PHYS 202 College Physics II	3 cr
PHYS 213 Physics I Lab	1 cr
PHYS 214 Physics II Lab	1 cr

Total Credit Requirement for Graduation

120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A MEDICAL TECHNOLOGY MAJOR

FRESHMAN YEAR

FALL

BIOL 130 General Biology I	4 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Core/LS	3 cr
	<hr/>
	14 cr

SPRING

BIOL 131 General Biology II	4 cr
CMPT 103 Technology for 21st Century	3 cr
PHIL 101 Philosophical Perspectives	3 cr
Core/LS	3 cr
Core/LS	3 cr
	<hr/>
	16 cr

SOPHOMORE YEAR

FALL

MEDT 260 Methods in Med Tech	4 cr
CHEM 131 General Chemistry I	4 cr
MATH 130 Intro to Statistics	3 cr
Core/LS	3 cr
	<hr/>
	14 cr

SPRING

CHEM 132 General Chemistry II	4 cr
BIOL 315 Immunology	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	3 cr
	<hr/>
	16 cr

JUNIOR YEAR

FALL

CHEM 201 Intro to Organic Chem	3 cr
BIOL 312 Microbiology	4 cr
Core/LS	3 cr
Core/LS	3 cr
	<hr/>
	13 cr

SPRING

MEDT 301 Clinical Microbiology I	4 cr
MEDT 305 Clinical Chemistry I	4 cr
MEDT 315 Hematology I	4 cr
MEDT 340 Clinical Immunology/ Immunohematology I	4 cr
MEDT 345 Clinical Microscopy I	1 cr
	<hr/>
	17 cr

SENIOR YEAR

SUMMER

MEDT 350 Clinical Found. Med. Lab. Sciences	1 cr
--	------

SUMMER/FALL

**MEDT 401 Clinical Microbiology II	4 cr
**MEDT 405 Clinical Chemistry II	4 cr
**MEDT 410 Hematology II	4 cr
**MEDT 440 Clinical Immunology/ Immunohematology II	4 cr
**MEDT 445 Clinical Microscopy II	1 cr
	<hr/>
	17 cr

SPRING

BIOL 421 Parasitology	4 cr
MEDT 477 Topics in Medical Technology (Capping)	3 cr
Core/LS	3 cr
Elective	3 cr
	<hr/>
	13 cr

**Affiliate Medical Laboratory-Based Course Includes Outpatient and Inpatient Phlebotomy (1 week/3 weeks)

STRUCTURED PROGRAMS IN MEDICAL LABORATORY SCIENCE

The Medical Technology Program offers structured programs in four specialty areas of medical laboratory science: Immunohematology, Clinical Microbiology, Hematology and Clinical Chemistry. Students opting for one of these structured programs must have the same educational experiences as a medical technology major and are therefore eligible for ASCP Board examination and certification in that discipline. Students who achieve certification hold the title of Blood Bank Technologist, Microbiology Technologist, Hematology Technologist or Chemistry Technologist, depending on the chosen area of study. The New York State Department of Education does not recognize certification in only one area for licensure.

Medical Technology Discipline Course Requirements for the Structured Programs

Immunohematology

- BIOL 315 Immunology
- MEDT 340 Clinical Immunology/Immunohematology I
- MEDT 440 Clinical Immunology/Immunohematology II
- MEDT 315 Hematology I

Clinical Microbiology

- BIOL 312 Microbiology
- BIOL 421 Parasitology
- MEDT 301 Clinical Microbiology I
- MEDT 401 Clinical Microbiology II

Hematology

- MEDT 260 Methods in Med Tech
- MEDT 315 Hematology I
- MEDT 410 Hematology II
- MEDT 345 Clinical Microscopy I
- MEDT 445 Clinical Microscopy II

Clinical Chemistry

- MEDT 305 Clinical Chemistry I
- MEDT 405 Clinical Chemistry II
- MEDT 345 Clinical Microscopy I
- MEDT 445 Clinical Microscopy II

Methods in Medical Technology (MEDT 260) is highly recommended for all but only required for the Hematology structured program. Students in structured programs must maintain a minimum grade-point average of 2.5 in all required science and math courses in order to be eligible for an internship. They also will be required to fulfill the same phlebotomy requirements as the medical technology majors during clinical training. Internships, which begin in June and end in December, are complemented by an advanced lecture series on campus. Medical technology majors will be given first priority for internship placement if there is an insufficient number of internship slots due to increased class sizes.

MEDIEVAL AND RENAISSANCE STUDIES MINOR

JANINE LARMON PETERSON, Ph.D., *Coordinator*

Medieval and Renaissance Studies is an interdisciplinary program that offers students the ability to study the culture, history, literature, music, philosophy, politics, and religious traditions of the Middle Ages and Renaissance. Students choose five electives from at least three different fields: English, Fine Arts (Art History and Music), History, Modern Languages and Cultures, and Philosophy & Religious Studies. Many of these courses also fulfill Core curriculum requirements. In addition students must fulfill a language requirement.

The minor is appropriate for students interested in investigating the antecedents of modernity; in identifying enduring cultural and philosophical issues, themes, and problems; and in comparing and contrasting past and contemporary society. The minor will also prepare those students interested in graduate work in these fields, and to this end the acquisition of a foreign language at the intermediate level is required. The integration of study abroad into coursework is strongly encouraged.

REQUIREMENTS FOR A MINOR IN MEDIEVAL AND RENAISSANCE STUDIES

All students must take a minimum of five courses distributed throughout at least three of the following fields: English, Fine Arts (Art History and Music), History, Modern Languages and Cultures, and Philosophy & Religious Studies. The minor also requires students to take one intermediate language class in Italian, Spanish, or French, or any language course in German, Latin or Arabic. All courses in the minor must be completed with a C or better. Study abroad is strongly encouraged.

1.0. Required Courses

3 cr

Students must take one of the following courses:

- ARAB 101 Elementary Arabic I
- ARAB 102 Elementary Arabic II
- ARAB 105 Intermediate Arabic I
- ARAB 106 Intermediate Arabic II
- FREN 105 Intermediate French I
- FREN 106 Intermediate French II
- GERM 101 Elementary German I
- GERM 102 Elementary German II
- GERM 105 Intermediate German I

GERM 106 Intermediate German II
ITAL 105 Intermediate Italian I
ITAL 106 Intermediate Italian II
LAT 101 Elementary Latin I
LAT 102 Elementary Latin II
SPAN 105 Intermediate Spanish I
SPAN 106 Intermediate Spanish II

2.0 Elective Courses

15 cr

Students must take five electives from the following courses distributed throughout at least three fields:

ART 160 History of Western Art I
ART 224 17th Century Art
ART 230 Greek & Roman Art
ART 245 Medieval Art
ART 281 History of Costume
ART 380 Renaissance Art
ENG 212 English Lit I
ENG 221 Themes in Shakespeare
ENG 270 Classics of Western Lit
ENG 301 History of the English Language
ENG 320 English Drama I
ENG 324 Chaucer
ENG 325 Shakespeare
ENG 329 17th Century Lit
ENG 330 Medieval Lit
ENG 331 Renaissance Lit
ENG 361 Ancient Roman and Early Christian Lit
FREN 250 French Culture & Thought
HIST 247 Ancient Rome
HIST 248 Medieval Europe
HIST 249 Early Modern Europe
HIST 255 Catholic Church in Modern Times
ITAL 250 Civilization of Italy
SPAN 150 Civilization of Spain
SPAN 250 Cultures of Spain
SPAN 420 Medieval Spanish Lit
SPAN 424 Cervantes
SPAN 425 Literature of the Golden Age
MUS 340 Baroque Masters
MUS 344 Medieval and Renaissance Music
PHIL 210 Ancient Philosophy
PHIL 211 Modern Philosophy
PHIL 321 Medieval Philosophy
REST 203 Christianity
REST 204 Judaism
REST 243 Catholic Thought and Spirituality

Total Credit Requirement for a Minor in Medieval and Renaissance Studies

18 cr

MUSIC

ARTHUR B. HIMMELBERGER, B.M., M.Ed., Ed. Admin. Cert., *Director*

MISSION:

The Marist College Music Department offers a minor in Music with both vocal and instrumental tracks. Primarily a performance-based program, the Music Minor offers students the opportunity to pursue their musical endeavors on the college level. The Department is home to over 600 students who participate in any of 21 performing ensembles and take a variety of courses offered in music theory, music industry, music history, and applied music. From applied study in voice, piano, brass, woodwinds, percussion, or strings to researching the lives and works of various composers, the Marist student finds an atmosphere of individual care and attention to personal musical growth. These skills can be used and enjoyed for a lifetime.

OBJECTIVES:

- (1) To educate students in the applied, theoretical, historical, performance, and business aspects of music.
- (2) To expose students to all genres of music, and enable them to understand and perform each in a correct stylistic manner.
- (3) To act as public relations ambassadors for Marist College, including Advancement and Admissions.
- (4) To provide performance opportunities to students locally, nationally, and around the globe.

PERFORMING ENSEMBLES:

Marist College Band (*Symphonic and Athletic Bands*)
 Marist College Brass Ensemble
 Marist College Flute Ensemble
 Marist College Guitar Ensemble
 Marist College Handbell Choir
 Marist College Jazz Ensemble (*"The Jazz Foxes"*)
 Marist College Jazz Quartet
 Marist College Percussion Ensemble
 Marist College String Orchestra
 Marist College Wind Symphony (*Select Wind Ensemble*)
 Marist College Woodwind Ensemble

Marist College Chamber Singers (*auditioned concert choir*)
 Marist College Chapel Choir
 Marist College Freshmen Women's Choir
 Marist College Gospel Choir
 Marist College Singers (*mixed concert choir*)
 Marist College Singers Men (*male concert choir*)
 Marist College Singers Women (*female concert choir*)
 Marist College Sirens (*female a cappella ensemble*)
 Marist College Time-Check (*male a cappella ensemble*)
 Marist College Women's Select Choir (*auditioned women's concert choir*)

REQUIREMENTS FOR A MINOR IN MUSIC

Students may select either the vocal track or the instrumental track.

Vocal Track:

One 3-credit Vocal course selected from the following:	3 cr
MUS 112 Beginning Vocal Skills I	
MUS 113 Beginning Vocal Skills II	
MUS 212 Intermediate Vocal Skills I	
MUS 213 Intermediate Vocal Skills II	
MUS 351 Independent Vocal Study	
Three 1-credit Choral Ensemble Courses	3 cr
MUS 251 Marist College Singers Women	
MUS 250 Marist College Singers Men	
MUS 252 Marist College Freshmen Women's Choir	
MUS 253 Marist College Chapel Choir	
MUS 254 Marist College Gospel Choir	
MUS 255 Marist College Women's Select Choir	
MUS 256 Marist College Chamber Singers	
One 3-credit Theory course selected from the following:	3 cr
MUS 103 Sight Reading	
MUS 120 Theory of Music I	
MUS 220 Theory of Music II	
Two 3-credit History courses selected from the following:	6 cr
MUS 105 Intro to Music	
MUS 106 Jazz and Sound	
MUS 226 Music Cultures of the World	
MUS 242 Popular Music in America	
MUS 247 History of the Music Industry	
MUS 248 History of Motion Picture Music	
MUS 330 Beethoven and Schubert	
MUS 335 Opera	
MUS 340 Baroque Masters	
MUS 344 Medieval and Renaissance Music	
MUS 341 Romantic Music of the 19th Century	
MUS 342 Music of the 20th Century	
MUS 343 Music in America	
MUS 346 Amadeus Mozart and 18th-Century Vienna	
MUS 378 Special Topic in Music	
The remaining six credits are selected from any other music courses.	6 cr

Total Credit Requirement for a Minor in Music (Vocal Track)

21 cr

Instrumental Track:

One 3-credit Instrumental Skills course selected from the following:	3 cr
MUS 140 Beginning Instrumental Skills I	
MUS 141 Beginning Instrumental Skills II	
MUS 240 Intermediate Instrumental Skills I	
MUS 241 Intermediate Instrumental Skills II	
Three 1-credit Instrumental Ensemble Courses selected from the following:	3 cr
MUS 107 Beginning Piano I	
MUS 108 Beginning Piano II	
MUS 230 Jazz Foxes	
MUS 231 Brass Ensemble	

MUS 232 Flute Choir
 MUS 233 Woodwind Ensemble
 MUS 234 Orchestra
 MUS 235 Handbell Choir
 MUS 236 Symphonic Band
 MUS 237 Wind Symphony
 MUS 245 Percussion Ensemble
 MUS 410 Advanced Piano

One 3-credit Theory course selected from the following: 3 cr

MUS 103 Sight Reading
 MUS 120 Theory of Music I
 MUS 220 Theory of Music II

Two 3-credit History courses selected from the following: 6 cr

MUS 105 Intro to Music
 MUS 106 Jazz and Sound
 MUS 226 Music Cultures of the World
 MUS 242 Popular Music in America
 MUS 247 History of the Music Industry
 MUS 248 History of Motion Picture Music
 MUS 330 Beethoven and Schubert
 MUS 335 Opera
 MUS 340 Baroque Music
 MUS 341 Romantic Music of the 19th Century
 MUS 342 Music of the 20th Century
 MUS 344 Medieval and Renaissance Music
 MUS 343 Music in America
 MUS 346 Amadeus Mozart and 18th-Century Vienna
 MUS 378 Special Topic in Music

The remaining six credits are selected from any other music courses. 6 cr

Total Credit Requirement for a Minor in Music (Instrumental Track)

21 cr

PARALEGAL PROGRAM CERTIFICATE

ANNAMARIA MACIOCIA, J.D., *Director*

MISSION:

The objective of the Marist Paralegal Program is to offer organized and comprehensive training in the theory, information, and skills required to qualify as a legal assistant, in accordance with the guidelines established by the American Bar Association. The program is offered within the context of the educational purpose of the College and its commitment to a liberal arts, humanist, value-oriented curriculum. Our program meets its objective in a number of ways. Faculty in the program are drawn from Marist faculty and from practicing lawyers and law office administrators in the Mid-Hudson area. The program encourages a generalist orientation among its students, while stressing specific competency in paralegal studies. Program matriculates may satisfy the generalist requirements by having a baccalaureate degree, by being enrolled in the College's baccalaureate program contemporaneously with enrollment in the Paralegal Program, or by having at least 36 general education college credits. Students acquire competency in paralegal studies by being required to complete successfully the following courses: Introduction to Law; Introduction to Legal Research And Writing; Family Law; Criminal Law; Real Property and Title Search; Business Law I; Wills, Trusts, Estates; and Civil Litigation and Practice. Upon graduation, students will be capable of functioning in all the required areas of study. As examples, a real estate closing, a simple will, a divorce proceeding, a memorandum of law utilizing research tools, and civil trial pleading are but some of the tasks our graduates understand and can complete. Additionally, grasping sufficient legal theory to be able to grow in the profession is required of our students. Successful completion of the program therefore qualifies graduates to serve the many legal needs of the Mid-Hudson area, while contributing to the advancement of the legal profession.

The program combines required paralegal courses with general education courses. In order to receive the Paralegal Certificate, undergraduates accepted into the Paralegal Program are required to matriculate and pursue a major field of study leading to the baccalaureate degree. The certificate will be awarded after a student has completed all of the course requirements in paralegal studies (24 credits) and at least 36 additional credit hours toward the Marist baccalaureate degree. Students already holding baccalaureate degrees are eligible to receive the Paralegal Certificate upon completion of the paralegal course requirements (24 credits).

The Paralegal Certificate Program is approved by the American Bar Association.

REQUIREMENTS IN THE PARALEGAL PROGRAM

1.0 Course Requirements in Paralegal Studies 24 cr

PRLG 101 Intro to Law
 PRLG 210 Intro to Legal Research and Writing
 PRLG 311 Family Law
 PRLG 312 Criminal Law
 PRLG 313 Real Property and Title Search
 PRLG 380 Business Law I
 PRLG 420 Wills, Trusts, Estates
 PRLG 422 Civil Litigation and Practice

Total Paralegal Course Credits	24 cr
Additional course credits (Non-degree holders admitted to the program)	36 cr
Total Credit Requirement for Paralegal Certificate for Non-Degree Holders	60 cr

2.0 Marist undergraduates must also fulfill their major field requirements for their degrees.

All 36 non-paralegal course credits, including transfer credits, must be acceptable toward a Marist degree.

PHILOSOPHY

GEORGINNA ULARY, Ph.D., *Chairperson*

MISSION:

The mission of the Philosophy Major is to cultivate in students a habit of critical reflection on the nature of reality, the methods of acquiring knowledge and understanding the world, the nature of moral values, and other issues of fundamental human concern. This will be accomplished through the study of Core courses (Philosophical Perspectives, and Ethics) and electives in philosophy or in philosophy and religious studies.

REQUIREMENTS FOR A BACHELOR OF ARTS IN PHILOSOPHY

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	REQUIRED COURSES IN PHILOSOPHY	
1.1	Foundation Course	3 cr
	PHIL 101 Philosophical Perspectives	
1.2	Logic	3 cr
	One course from:	
	PHIL 203 Introduction to Logic	
	PHIL 310 Symbolic Logic	
1.3	Ethics	3 cr
	PHIL 200 Ethics	
1.4	History of Philosophy	9 cr
	Three courses from:	
	PHIL 213 Foundations of American Social Thought	
	PHIL 240 Pragmatism	
	PHIL 242 Existentialism	
	PHIL 210 Ancient Philosophy	
	PHIL 321 Medieval Philosophy	
	PHIL 211 Modern Philosophy	
	PHIL 323 19th Century Philosophy	
	PHIL 324 Contemporary Analytic Philosophy	
	PHIL 325 Contemporary Continental Philosophy	
	PHIL 340 Marx and Marxism	
	PHIL 392, 393, 394 Special Topics in History of Philosophy	
1.5	Topics in Philosophy	12 cr
	Four courses* from:	
	PHIL 233 Philosophy of Education	
	PHIL 235 Philosophy and Technology	
	PHIL 237 Aesthetics	
	PHIL 301 Environmental Ethics	
	PHIL 331 Philosophy of Religion	
	PHIL 332 Philosophy of History	
	PHIL 333 Philosophy and Film	
	PHIL 335 Metaphysics: The Nature of Reality	
	PHIL 336 Epistemology: The Theory of Knowledge	
	PHIL 234 Social & Political Philosophy	
	PHIL 345 Philosophy of Mind	

1.6	Capping Course PHIL 477 Capping	<u>3 cr</u>	
Total Credit Requirement in Philosophy			33 cr
2.0	REQUIRED COURSE IN RELATED FIELD CMPT 103 Technology for the 21st Century	<u>3 cr</u>	
Total Credit Requirement in Related Fields			<u>3 cr</u>
Total Credit Requirement for a Major in Philosophy			36 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION FYS 101 First Year Seminar ENG 120 Writing for College	4 cr <u>3 cr</u>	7 cr
3.2	DISTRIBUTION Breadth PHIL 101 Philosophical Perspectives Ethics, Applied Ethics, or Religious Studies Fine Arts History Literature Mathematics Natural Science Social Science	0 cr 0 cr 3 cr 3 cr 3 cr 3 cr 3 cr <u>3 cr</u>	(fulfilled by major field req.) (fulfilled by major field req.) 18 cr
	Pathway* Courses addressing an interdisciplinary topic.		<u>12 cr</u>
Total Core/Liberal Studies Requirement			37 cr
4.0	Electives		<u>47 cr</u>
Total Credit Requirement for Graduation			120

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A BACHELOR OF ARTS IN PHILOSOPHY WITH A CONCENTRATION IN RELIGIOUS STUDIES

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	REQUIRED COURSES IN PHILOSOPHY	
1.1	Foundation Course PHIL 101 Philosophical Perspectives	3 cr
1.2	Logic One course from: PHIL 203 Introduction to Logic PHIL 310 Symbolic Logic	3 cr
1.3	Ethics PHIL 200 Ethics	3 cr
1.4	History of Philosophy Three courses from:	9 cr

PHIL 240 Pragmatism
 PHIL 242 Existentialism
 PHIL 210 Ancient Philosophy
 PHIL 321 Medieval Philosophy
 PHIL 211 Modern Philosophy
 PHIL 323 19th Century Philosophy
 PHIL 324 Contemporary Analytic Philosophy
 PHIL 325 Contemporary Continental Philosophy
 PHIL 340 Marx and Marxism
 PHIL 213 Foundations of American Social Thought
 PHIL 392, 393, 394 Special Topics in History of Philosophy

1.5	Religious Studies	12 cr	
	Required courses:		
	REST 209 World Religions		
	REST 207 Introduction to Religion		
	Two courses from:		
	PHIL 331 Philosophy of Religion		
	Any other courses drawn from Religious Studies offerings or approved by REST faculty		
	PHIL 392, 393, 394 Special Topics in Philosophical Genres		
1.6	Capping Course		
	PHIL 477 Capping	<u>3 cr</u>	
Total Credit Requirement in Philosophy and Religious Studies			33 cr
2.0	REQUIRED COURSE IN RELATED FIELD		
	CMPT 103 Technology for the 21st Century	<u>3 cr</u>	
Total Credit Requirement in Related Fields			<u>3 cr</u>
Total Credit Requirement for a Major in Philosophy with a concentration in Religious Studies			36 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	0 cr	(fulfilled by major field req.)
	Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	3 cr	
	Natural Science	3 cr	
	Social Science	<u>3 cr</u>	
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement			37 cr
4.0	Electives		47 cr
Total Credit Requirement for Graduation			120

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN PHILOSOPHY

FRESHMAN YEAR

FALL

PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SPRING

Logic course	3 cr
CMPT 103 Technology for 21st Century	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

History of Philosophy Course	3 cr
Topics in Philosophy Course	3 cr
Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

History of Philosophy Course	3 cr
Topics in Philosophy Course	3 cr
Ethics course – Core/LS	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

Topics in Philosophy Course	3 cr
History of Philosophy Course	3 cr
Elective in LAS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

Topics In Philosophy Course	3 cr
Elective in LAS	3 cr
Elective in LAS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

PHIL 477 Capping	3 cr
Elective in LAS	3 cr
Elective in LAS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

Elective in LAS	3 cr
Elective in LAS	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

REQUIREMENTS FOR A MINOR IN PHILOSOPHY

PHIL 101 Philosophical Perspectives	3 cr
PHIL 200-level Ethics	3 cr
Two History of Philosophy Courses:	6 cr
PHIL 240 Pragmatism	
PHIL 210 Ancient Philosophy	
PHIL 321 Medieval Philosophy	
PHIL 211 Modern Philosophy	
PHIL 323 19th Century Philosophy	
PHIL 324 Contemporary Analytic Philosophy	
PHIL 325 Contemporary Continental Philosophy	
PHIL 213 Foundations of American Social Thought	
Two Additional Philosophy Courses	6 cr

Total Credit Requirement for a Minor in Philosophy

18 cr

Students who wish to minor in Philosophy must contact the Chair for advisement in choosing Philosophy courses pertinent to the student's major field of study.

PHYSICAL EDUCATION

TIMOTHY MURRAY, M.A., *Director of Physical Education*

PROGRAM IN COACHING CERTIFICATION FOR NEW YORK STATE

A ruling by the New York State Board of Regents requires that all public school coaches must be certified by an approved program of certification or be a certified teacher of Physical Education.

Marist has been approved as a certifying institution and is providing the courses leading to coaching certification in New York State.

The course areas offered are mandated by the state and fall into three basic areas:

1. Philosophy, principles, and organizations; students must take PHED 410, Principles and Problems of Coaching.
2. Health Sciences applied to coaching:

- a. Students must take either PHED 401 (Movement in Sports) or HLTH 300 (Kinesiology)
- b. Students must take either PHED 305 (First Aid & Care of Injuries) or HLTH 202 (First Aid/CPR)
- 3. Theory and techniques courses in coaching: students must take one two-credit course chosen from the following, not all of which are offered every year:
 - PHED 310 Soccer Coaching
 - PHED 311 Basketball Coaching
 - PHED 313 Baseball Coaching
 - PHED 314 Football Coaching

Upon completion of all of these courses, it is the student's responsibility to contact the New York State Education Department to apply for a certificate, which is not issued by Marist College. It is also the student's responsibility to take appropriate steps to renew the certificate every three years.

Please refer to the following websites for information about contacting the New York State Education Department:

<http://www.emsc.nysed.gov/ciai/pe/pub/app.html>

<http://www.highered.nysed.gov/tcert/certificate/coachinglic.htm>

POLITICAL SCIENCE

JOANNE MYERS, Ph.D, *Chairperson*

MISSION:

The Political Science Department at Marist College sees its mission as one of enabling students to make sense of the political world and issues they are inheriting, instilling in them an interest in politics, political systems and institutions on all levels, in short, in political life and giving them the tools so they might enable the world to be a better place. We do so by offering a foundation in the four discipline subfields of political science – American government, political theory, comparative politics and international relations. The major is designed with flexibility so that students can develop their own interests in at least two subfields as they grow as scholars.

Our goal is to assist and mentor students so they are able to think analytically and critically about political problems, both historical and contemporary, issues and ethical dilemmas. Students learn to read primary texts; collect, analyze and interpret data (especially utilizing the resources at the Marist Institute for Public Opinion (MIPO)), distinguish facts that are pertinent to their elegant arguments and communicate – both written and orally, effectively and persuasively. By grappling with the great issues of our time and of the past, the faculty guide students to appreciate the dynamic interplay of theory, methodology and practice in understanding the political world.

We are committed to helping our students become skilled and proficient communicators. We all recognize that learning to write well is important in the field of political science. To this end, we all emphasize not only the quantity and variety of writing assignments, but the quality of the finished work. Likewise, we also emphasize the ability to craft a good solid argument both orally and in writing. While the classroom is at the heart of the liberal arts education, we also recognize that learning is not limited to the time in class or within the walls of the classroom itself. One of the department's goals is to turn the entire world into our classroom by taking advantage of the unique opportunities we have at Marist and beyond, including The Marist Institute For Public Opinion (Marist Institute), the FDR Presidential Library, town meetings, academic conferences, the Model United Nations, internships, the Albany Semester, the Washington Semester, Marist Abroad, Pre-law and the American Bar Association approved Paralegal programs. Consistent with the mission of Marist, Political Science challenges students to confront the perennial values and issues involved in politics. The department aims to prepare students for responsible citizenship in our changing world, and to assist students in developing lifelong learning skills and a broad grounding in a liberal arts education. Our students should be well prepared for graduate or law school, the workplace – including public service, non-profits, the media, and corporations – and in the communities in which they reside.

REQUIREMENTS FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE

Note: A minimum of 90 credits in Liberal Arts is required. No more than eight credits in POSC Internship may be used to fulfill major field requirements.

1.0 Course Requirements

POSC 110 American National Government	3 cr
POSC 111 Intro Comparative Politics	3 cr
POSC 112 Intro Political Theory	3 cr
POSC 113 International Relations	3 cr
POSC 235 Scope & Methods for Political Analysis	4 cr

One 200-Level Political Theory Course from:	3 cr
POSC 218 American Political Theory	
POSC 232 Classical Political Thought	
POSC 233 Modern Political Thought	

One 200-Level Global Politics Course from:	3 cr
POSC 213 Politics of Human Rights	
POSC 236 Politics of Developing Areas	
POSC 251 European Politics	
POSC 252 Comparative Politics of Eastern Europe/Russia	
POSC 271 Nationalism and Communism in China and Taiwan	
POSC 280 Model United Nations	
POSC 290 International Law and Organization	
POSC 325 International Political Economy	

One 200-Level American Politics Course from:	3 cr	
POSC 202 Environmental Politics & Policy		
POSC 210 US Constitutional Law		
POSC 211 American State & Local Politics		
POSC 212 Citizens and Political Organizations		
POSC 214 Gender & the Law		
POSC 240 Introduction to Public Policy		
POSC 289 Public Opinion & Politics		
300-Level Course Requirement:	6 cr	
Students must take two 300-level courses, one in each of two subfields – American Politics, Political Theory, Global Politics:		
American Politics:		
POSC 300 US Constitutional Law: Civil Rights & Liberties		
POSC 302 Political Social Movements		
POSC 304 Public Administration		
POSC 312 History of the American Presidency		
POSC 322 Policy Implementation		
POSC 338 Political Communication & Politics		
POSC 342 Survey Research & Data Analysis		
POSC 360 Congress Today		
POSC 303 Politics of Prejudice		
Political Theory:		
POSC 310 Race & Political Thought		
POSC 320 Feminist Political Thought		
POSC 321 Contemporary Political Theory		
POSC 340 Marx and Marxism		
Global Politics:		
POSC 325 International Political Economy		
POSC 350 Latin American Politics		
POSC 351 African Politics		
POSC 355 Comparative Politics of the Middle East		
Political Science Electives	15 cr	
No more than 6 credits can come from:		
POSC 102, 103, 105, 217, 221, 266, 285		
No more than 6 internship credits can be used.		
POSC 477 Capping: Law & Morality	<u>3 cr</u>	49 cr
2.0 Related Fields		
CMPT 103 Technology for 21st Century OR		
ENSC 230 Intro to GIS	<u>3cr</u>	
Total Credit Requirement for a Major in Political Science		52 cr
3.0 Core/Liberal Studies Requirements		
3.1 FOUNDATION		
FYS 101 First Year Seminar	4 cr	
ENG 120 Writing for College	3 cr	
		7 cr
3.2 DISTRIBUTION		
Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
		21 cr

Pathway* 12 cr
Courses addressing an interdisciplinary topic.

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives 28 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE

A minor in Political science is 21 credits. Students must take a 100-level course in two of the three major subfields (American Politics, Global Politics, and Political Theory). A student must take at least one 200-level course in two of the three subfields. The student must complete 9 elective credits, and a minimum of 3 credits must be at the 300-level or higher. No more than one of those courses may come from the restricted course list in the elective requirements section.

One course at the 100-level from two of the following subfields: 6 cr

Political Theory:

POSC 112 Introduction to Political Theory

Global Politics:

POSC 111 Introduction to Comparative Politics

POSC 113 International Relations

American Politics:

POSC 110 American National Government

One course from two of the following subfields: 6 cr

Political Theory:

POSC 218 American Political Theory

POSC 232 Classical Political Thought

POSC 233 Modern Political Thought

Global Politics:

POSC 213 Politics of Human Rights

POSC 236 Politics of Developing Areas

POSC 251 European Politics

POSC 252 Comparative Politics of Eastern Europe/Russia

POSC 271 Nationalism and Communism in China and Taiwan

POSC 280 Model United Nations

POSC 290 International Law and Organization

POSC 325 International Political Economy

American Politics:

POSC 202 Environmental Politics & Policy

POSC 210 US Constitutional Law

POSC 211 American State & Local Politics

POSC 212 Citizens and Political Organizations

POSC 214 Gender & the Law

POSC 240 Introduction to Public Policy

POSC 289 Public Opinion & Politics

Three Elective Courses in Political Science 9 cr
(one course must be at the 300 level)

Total Credit Requirements for the Minor 21 cr

OPTIONS FOR POLITICAL SCIENCE MAJORS

Marist Abroad Program – contact Director

Legislative Internship – see Political Science Internship Coordinator

Paralegal Certificate Program – see page 161

Participation in Marist Poll – see page 165

Public Administration Concentration – see page 173

Teacher Education Program – see page 100
 Participation in Washington or Albany Semester Program – see Political Science Internship Coordinator
 Political Science Internships – see Political Science Internship Coordinator
 Public Opinion Concentration – see page 182

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN POLITICAL SCIENCE

(Public-Affairs Track: Consult with Advisors for International Track)

FRESHMAN YEAR

FALL

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
POSC 110 American National Government	3 cr
POSC 113 International Relations	<u>3 cr</u>
	16 cr

SPRING

Core/LS History	3 cr
Core/LS Literature	3 cr
POSC 111 Intro Comparative Politics	3 cr
POSC 112 Intro Political Theory	3 cr
CMPT 103 Technology 21st Century	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

POSC 200 Level (American Politics)	3 cr
POSC 200 Level (Global Politics)	3 cr
Core/LS Math	3 cr
Core/LS Fine Arts	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

POSC 200 Level (Political Theory)	3 cr
POSC 235 Scope & Methods Political Analysis	4 cr
Core/LS Science	3 cr
Core/LS Ethics	3 cr
Core/LS	<u>3 cr</u>
	16 cr

JUNIOR YEAR

FALL

POSC 300 Level	3 cr
POSC Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

POSC 300 Level	3 cr
POSC Elective	3 cr
Core/LS	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

POSC 477 Capping: Law & Morality	3 cr
POSC Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

POSC Elective	3 cr
POSC Elective	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>1 cr</u>
	13 cr

PSYCHOLOGY

DEBORAH GATINS, Ph.D., *Chairperson*

MISSION:

The psychology major at Marist provides a rich and rewarding educational experience within a strong liberal arts tradition. Psychology courses explore psychological theory as well as the application of psychological principles. The range of application varies from experiences in psychological research courses, where students actually conduct research, to developmental courses, where students can see the relevance of applying principles of development in their own lives.

As students become familiar with the psychological literature and its applications, they develop a professional orientation that prepares them for entry-level jobs in the field and acceptance to graduate schools in psychology. This professional orientation is supported by field/service learning experiences that are available in the junior/senior year in a local human-service agency, school, or research setting. This undergraduate preparation as a psychology major is valuable not only for students who choose advanced graduate study in psychology, but also as preparation for elementary/special education teacher training programs as well as a wide array of positions generally included under the fields of business management and communication or the pursuit of advanced degrees in other areas such as law or medicine.

Teaching Certification in Childhood Education/Students with Disabilities 1–6

Psychology majors have the opportunity to participate in a teacher certification program, which integrates a strong professional studies sequence in Childhood Education/Students with Disabilities (1–6) with their academic major and the Core/Liberal Studies program.

Graduates of this program earn a B.A. Degree in Psychology and complete requirements for dual initial teaching certification. Freshman psychology majors interested in pursuing this option should contact the Department of Education, Dyson 388. Information about the major requirements, Core/Liberal Studies requirements, and required courses in the certification sequence can be found in the Education Department section of the catalog.

Double Major in Psychology and Criminal Justice

It is possible for students who plan carefully early in their college careers to double major in Psychology and Criminal Justice. To pursue this option students should contact the Chair of either the Psychology Department or the Criminal Justice Department.

REQUIREMENTS FOR A BACHELOR OF ARTS IN PSYCHOLOGY

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Foundation Courses Specific to the Psychology Major		
	PSYC 101 Intro to Psychology	3 cr	
	PSYC 350 Psyc Research Methodology AND Lab I	4 cr	
	PSYC 351 Psyc Research Methodology AND Lab II	4 cr	
	PSYC 478 Capping Course	<u>3 cr</u>	
			14 cr
1.1	Breadth of Psychology Major Requirements	16 cr	
	Students must complete 16 credits by choosing 5 courses from no less than 4 of the following 5 categories; one must be a 4-credit lab course:		16 cr
	Developmental Psychology (PSYC 317, 318, 321, 323)		
	Biological Psychology (PSYC 206, 210, 211, 301-305)		
	Sociocultural Psychology (PSYC 215, 220, 222, 315, 330, 331, 340, 385)		
	Learning and Cognition (PSYC 306, 342, 343)		
	Clinical, Counseling and School Psychology (PSYC 201, 202, 203, 207, 208, 311, 332, 348, 362, 372)		
1.2	Life after Marist, Personalize your Major		
	Students must complete an additional 6 credits in the major.	6 cr	
	These credits may be any combination of the following:		6 cr
	Field work (PSYC 487 and PSYC 488) and/or		
	Independent research (PSYC 485) and/or		
	Psychology electives beyond the 16 required for breadth of discipline.		
	Students should consult their academic advisors to determine which plan best suits their career aspirations (e.g., graduate school plans).		
2.0	Course Requirements in Related Fields (Should be completed freshman year)		
	CMPT 103 Technology for the 21st Century	3 cr	
	MATH 130 Intro to Statistics	<u>3 cr</u>	
			<u>6 cr</u>
Total Credit Requirement for a Major in Psychology			42 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	
	Ethics, Applied Ethics, or Religious Studies	3 cr	
	Fine Arts	3 cr	
	History	3 cr	
	Literature	3 cr	
	Mathematics	0 cr	(fulfilled by major field req.)
	Natural Science	3 cr	
	Social Science	<u>0 cr</u>	(fulfilled by major field req.)
			18 cr
	Pathway*		<u>12 cr</u>
	Courses addressing an interdisciplinary topic.		
Total Core/Liberal Studies Requirement			37 cr

Total Credit Requirement for Graduation

120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Core Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS**FRESHMAN YEAR****FALL**

PSYC 101 Introduction to Psychology	3 cr
PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
	<hr/>
	13 cr

SPRING

MATH 130 Intro to Statistics	3 cr
CMPT 103 Technology for 21st Century	3 cr
Psychology Elective	3 cr
Core/LS Breadth	3 cr
Core/LS Breadth	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR**FALL**

PSYC 350 Psychology Research Methodology & Lab I	4 cr
Psychology Elective	3 cr
Core/LS Pathway	3 cr
Core/LS Breadth	3 cr
Elective	<u>3 cr</u>
	16 cr

SPRING

PSYC 351 Psychology Research Methodology & Lab II	4 cr
Psychology Elective	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	16 cr

JUNIOR YEAR**FALL**

PSYC 301 or 302 or 303 or 304 or 305 or 306	4 cr
Elective	2 cr
Psychology Elective	3 cr
Core/LS Breadth	3 cr
Core/LS Pathway	<u>3 cr</u>
	15 cr

SPRING

Core/LS Breadth	3 cr
Elective	<u>3 cr</u>
	15 cr

Note: Either semester junior year would be a good time to travel abroad.

SENIOR YEAR**FALL**

PSYC 487, 488, 485 or Psych Elective	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

PSYC 487, 488, 485 or Psych Elective	3 cr
PSYC 478	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

**RECOMMENDED PROGRAM SEQUENCE FOR DUAL MAJOR IN CRIMINAL JUSTICE/
PSYCHOLOGY MAJORS****FRESHMAN YEAR****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
PSYC 101 Introduction to Psychology	3 cr
CRJU 101 Introduction to CRJU	3 cr
	<hr/>
	16 cr

SPRING

MATH 130 (Core L/S - Breadth)	3 cr
CMPT 103 Technology for 21st Century	3 cr
PSYC Elective	3 cr
CRJU 105L Info Literacy	1 cr
Core/LS Breadth	3 cr
POSC 110 American National Government	<u>3 cr</u>
	16 cr

SOPHOMORE YEAR**FALL**

PSYC 350 Research Methods I	4 cr
CRJU 201 Criminology	3 cr
CRJU 230 Policing	3 cr
Core L/S – Breadth	3 cr
Core L/S – Pathway	<u>3 cr</u>
	16 cr

SPRING

PSYC 351 Research Methods II	4 cr
CRJU 221 Law & Society	3 cr
CRJU 235 Corrections	3 cr
Core L/S – Breadth	3 cr
	<hr/>
	13 cr

JUNIOR YEAR**FALL**

CRJU 250 Courts	3 cr
CRJU 301 Org/Admin	3 cr
CRJU 303 Criminal Procedure I	3 cr
Core L/S – Breadth	3 cr
PSYC 301, 302, 303, 304, 305, or 306	4 cr
	<hr/>
	16 cr

SPRING

CRJU 304 Criminal Procedure II	3 cr
PSYC Elective	3 cr
CRJU 305 Juvenile Justice	3 cr
CRJU 370 Theories of Punishment	3 cr
Core L/S – Pathway	3 cr
Core L/S – Pathway	<u>3 cr</u>
	18 cr

SENIOR YEAR**FALL**

PSYC 487 Field Work	3 cr
PSYC 488 Field Work	3 cr
CRJU Elective	3 cr
CRJU 440 Senior Seminar I	3 cr
Core L/S – Breadth	<u>3 cr</u>
	15 cr

SPRING

CRJU 477 Senior Seminar II	3 cr
CRJU 496 Intern I	3 cr
CRJU 497 Intern II	3 cr
Core L/S – Breadth	3 cr
Core L/S – Pathway	<u>3 cr</u>
	15 cr

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

PSYC 101 Intro to Psychology	<u>3 cr</u>
Any five additional PSYC courses selected from no less than three of the following five elective categories:	15 cr
Developmental (PSYC 317, 318, 321, 323)	
Biological Psychology (PSYC 206, 210, 211, 301-305)	
Sociocultural Psychology (PSYC 215, 220, 222, 315, 330, 331, 340, 385)	
Learning and Cognition (PSYC 306, 342, 343)	
Clinical, Counseling and School Psychology (PSYC 201, 202, 203, 207, 208, 311, 332, 348, 362, 372)	

Total Credit Requirement for a Minor in Psychology

18 cr

RELATED MINOR: COGNITIVE SCIENCE

Psychology majors often choose to minor in Cognitive Science. Some psychology courses can be applied to the minor. See Cognitive Science Minor.

RECOMMENDED PROGRAM SEQUENCE FOR PSYCHOLOGY MAJORS PURSUING DUAL CERTIFICATION IN CHILDHOOD EDUCATION/STUDENTS WITH DISABILITIES 1-6**FRESHMAN YEAR (Same for Fall or Spring Student Teaching)****FALL**

FYS 101 First Year Seminar	4 cr
PHIL 101 Philosophical Perspectives	3 cr
ENG 120 Writing for College	3 cr
EDUC 101 Foundations of Ed	3 cr
Core/LS	3 cr
	<hr/>
	16 cr

SPRING

PSYC 101 Intro to Psychology	3 cr
HIST 218 Hist & Cult Hudson Valley or	3 cr
HIST 220 Empire State	
MATH 130 Introduction to Statistics	3 cr
Core/LS	3 cr
Core/LS	3 cr
EDUC 091 Fieldwork in Education	<u>0 cr</u>
	15 cr

OPTION I – FALL STUDENT TEACHING**SOPHOMORE YEAR****FALL**

PSYC 207 Exceptional Child	3 cr
PSYC 208 Educational Psychology	3 cr
PSYC 317 Child Development	3 cr
EDUC 150 Learning Through Technology	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

EDUC 350 Teach of Lang Arts	3 cr
PSYC 350 Research Methods	4 cr
PSYC 362 Measurement & Evaluation	3 cr
Core/LS	3 cr
Core/LS	<u>3 cr</u>
	16 cr

JUNIOR YEAR**FALL**

EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
PSYC 301, 302, 303, 304, 305 or 306	4 cr
PSYC 372 Psychoeducational Assessmt	3 cr
EDUC 373 Princ Tchg Stu w/Spec Needs	3 cr
EDUC 376 Behavior Management	3 cr
	<hr/>
	16 cr

SPRING

EDUC 352 Assess & Rem of Reading & Writing	3 cr
EDUC 241 Math Elem Teach/Methods	3 cr
EDUC 374 Curric Stat Stud w/Spec Needs	3 cr
(EDUC 243 & 244 substitute for EDUC 241 & 242)	
Core/LS, Elective or Abroad Attachment	3 cr
Core/LA, Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

EDUC 462 Student Teaching	12 cr
PSYC 479 Ed Psychology Seminar	1 cr
	<hr/>
	13 cr

SPRING

PSYC 478 Capping	3 cr
Core/LS or Elective (Ethics)	3 cr
Core/LS or Elective	3 cr
Core/LS or Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

OPTION II – SPRING STUDENT TEACHING**SOPHOMORE YEAR****FALL**

PSYC 207 Exceptional Child	3 cr
PSYC 208 Educational Psychology	3 cr
PSYC 317 Child Development	3 cr
EDUC 150 Learning Through Technology	3 cr
Core/LS	<u>3 cr</u>
	15 cr

SPRING

Core/LS	3 cr
Core/LS	<u>3 cr</u>
	15 cr

JUNIOR YEAR**FALL**

EDUC 350 Teach of Lang Arts	3 cr
PSYC 350 Research Methods	4 cr
PSYC 362 Measurement & Evaluation	3 cr
PSYC 372 Psychoeducational Assessment	3 cr
Core/LS or elective	<u>3 cr</u>
	16 cr

SPRING

EDUC 351 Lit, Lrn & Art in Social Studies	3 cr
EDUC 373 Princ Tchg Stu w/Spec Needs	3 cr
EDUC 376 Behavior Management	3 cr
PSYC 301, 302, 303, 304, 305 or 306	4 cr
Core/LS or elective	<u>3 cr</u>
	16 cr

SENIOR YEAR**FALL**

EDUC 352 Ass & Remed of Read/Writing	3 cr
EDUC 241 Math Elem Teach/Methods	3 cr
EDUC 242 Science Elem Teach Methods	3 cr
EDUC 243 & 244 substitute for EDUC 241 & 242	
EDUC 374 Curric Strat Stu w/Spec Needs	3 cr
PSYC 478 Capping Course	3 cr
PSYC 479 Psych Seminar	<u>1 cr</u>
	16 cr

SPRING

EDUC 462 Student Teaching	<hr/>
	12 cr
	<hr/>
	12 cr

PUBLIC ADMINISTRATION CONCENTRATION

JOANNE MYERS, Ph.D., *Director*

Marist College currently offers both a graduate program leading to a Masters Degree in Public Administration and an undergraduate concentration, available to students regardless of their major field of study. The undergraduate concentration is interdisciplinary, drawing from political science, business, economics, mathematics, and computer science. It provides students with a professional education in management, emphasizing the quantitative and qualitative techniques of analysis necessary for a successful career in government and not-for-profit organizations. A Five-Year B.A.-M.P.A. program is available for qualified students. See Director for more information.

REQUIREMENTS FOR A CONCENTRATION IN PUBLIC ADMINISTRATION

Depending upon a student's major field of study, the courses remaining to complete the concentration vary. This is because students complete some of this interdisciplinary concentration in the process of fulfilling their major field requirements. Check with the Program Director for advisement.

CONCENTRATION REQUIREMENTS

All students must take:

POSC 304 Public Administration	3 cr
ECON 104 Principles of Macroecon OR	
ECON 103 Principles of Microecon	3 cr
CMPT 103 Technology for the 21st Century	3 cr
MATH 130 Intro to Statistics I	3 cr
ECON 421 Public Finance	3 cr
ACCT 451 Govt and Fiscal Control	3 cr
BUS 100 Intro to Bus and Management	<u>3 cr</u>

21 cr

Additional Requirements:

POLITICAL SCIENCE MAJORS

As part of major field electives:

POSC 240 Intro to Public Policy	3 cr	
POSC 322 Policy Implementation	<u>3 cr</u>	<u>6 cr</u>

OTHER MAJORS

POSC 110 American Natl Govt OR		
POSC 211 American State & Local Politics	3 cr	
POSC 240 Intro to Public Policy OR		
POSC 322 Policy Implementation	<u>3 cr</u>	<u>6 cr</u>

Total Credit Requirements 27 cr

All other majors MUST check with the Program Director for additional course requirements.

PUBLIC HISTORY CONCENTRATION

STEVEN GARABEDIAN, Ph.D., *Director*

Public History has been described as “The doing of historical research for a client or employer.” The usual purpose of the client is to bring historical research techniques and historical perspectives to bear upon a practical problem as part of a planning process. Marist College is among the first undergraduate colleges to initiate a concentration in Public History.

REQUIREMENTS FOR A CONCENTRATION IN PUBLIC HISTORY

1.0 HIST 305 Research Methods of History	3 cr	
Any two, three-credit courses in American History	6 cr	
HIST 413 F.D.R. Seminar OR	3 cr	
HIST 477 Capping Course		
Public History Internship	<u>6-12 cr</u>	
Total Requirement for a Concentration in Public History		18-21 cr
2.0 Recommended Course:		
HIST 205 Introduction to Public History	3 cr	

PUBLIC OPINION CONCENTRATION

LEE M. MIRINGOFF, Ph.D., *Director*, Marist Institute for Public Opinion

Marist College offers an undergraduate concentration in Public Opinion. Associated with the activities of the Marist Institute for Public Opinion, the concentration provides students with the opportunity to enhance their understanding of the research methods associated with the measurement of public opinion, the processes involved with its communication, and the impact of public opinion upon society. Students learn the various aspects of conducting public opinion research, the broader theoretical contexts that guide public opinion research, and current values issues in the field.

REQUIREMENTS FOR A CONCENTRATION IN PUBLIC OPINION

MATH 130 Intro to Statistics I	3 cr	
POSC 110 American Nat'l Govt	3 cr	
POSC 211 American State & Local Politics OR		
POSC 212 Political Parties and Pressure Groups	3 cr	
POSC 338 Political Communication and Politics	3 cr	
POSC 289 Public Opinion and Politics	3 cr	
POSC 342 Survey Res and Political Data Analysis	3 cr	
POSC 235 Scope and Methods of Political Analysis	4 cr	
Total Credit Requirement for a Concentration in Public Opinion		22 cr

PUBLIC PRACTIS MINOR

MARTIN B. SHAFFER, Ph.D., *Coordinator*

As an academic response to the social disintegration characterizing much of present public life, the Department of Philosophy and Religious Studies together with the Department of Sociology has established an interdisciplinary Minor in Public Praxis. With a view to fully engaged learning and with a commitment to social transformation, the Minor requires students to integrate on-site experience, scholarship, critical reflection, and rigorous analysis (social, ethical, political, economic, religious).

Courses listed below must be chosen from among praxis-oriented sections. Additional praxis-oriented courses are offered each semester (see Projectkeepers for current listings).

Public Praxis

REST 320 Public Praxis I 3 cr
REST 325 Public Praxis II 3 cr

Human Rights

One from the following: 3 cr
POSC 213 Politics of Human Rights
PHIL 200 Ethics
REST 225 Global Liberation Theology

Affluence and Poverty

Two from the following: 6 cr
CRJU 221 Law and Society
CRJU 314 U.S. Urban Cultures
ECON 310 Labor Economics
ECON 442 International Economics
ENSC 202 Political Process and Environment
ENSC 305 Environmental Economics
FCSP 154 Civilization: Hispanics in the United States
HIST 216 Black Political and Social Thought
HIST 234 The Black American Experience
POSC 211 American State & Local Politics
POSC 240 Intro to Public Policy
POSC 113 International Relations
POSC 338 Political Communication and Politics
POSC 236 Politics of Developing Areas
REST 230 Religion and Politics
REST 231 Social Ethics and Economics
SOC 101 Intro to Sociology
SOC 220 Sociology of Religion
SOC 336 Social Inequality
SOC 341 Social Change

Human Values and Choice

Two from the following: 6 cr
COM 203 Interpersonal Communication
ENG 373 Literature of the Holocaust
INTD 212 Self, Society, and Institution
PHIL 242 Philosophy and Human Experience
PSYC 220 Social Psychology
PSYC 222 Community Psychology
REST 208 Judeo-Christian Scriptures
REST 330 Religion in Contemporary Life
REST 335 Marriage and Family

Total Credit Requirement for a Minor in Public Praxis

21 cr

RELIGION

GEORGINA ULARY, Ph.D., *Chairperson*

ROSS ENOCHS, Ph.D., *Coordinator*

MISSION:

The Religion Major is designed to equip students to pursue a variety of critical scholarly inquiries into the nature of religion and the relation of religious phenomena to other phenomena within a broader cultural setting. The Major will provide students with an introduction to the history, scriptures, rituals, doctrines, and ethics of ancient, Western and Eastern religions.

REQUIREMENTS FOR A BACHELOR OF ARTS IN RELIGION

Note: A minimum of 90 credits in Liberal Arts is required.

1.0	Course Requirements in Religion		
1.1	Foundation Courses		
	REST 107 Intro to Religion	3 cr	
	REST 201 Religion in America	3 cr	
	REST 209 World Religions	3 cr	
1.2	Jewish and Christian Traditions		
	One course from:	3 cr	
	REST 203 Christianity		
	REST 204 Judaism		
	REST 243 Catholic Thought & Spirituality		
1.3	Religions outside the Jewish and Christian Traditions		
	One course from:	3 cr	
	REST 215 Religions of India: Hinduism, Buddhism, and Islam		
	REST 216 Ancient Greek Religion		
1.4	Religious Ethics		
	One 200-level course and one 300-level course from:	6 cr	
	REST 230 Religion and Politics		
	REST 231 Social Ethics and Economics		
	REST 244 Prisons, Praxis and Prisoners		
	REST 245 Jesus and Discipleship		
	REST 320 Public Praxis I		
	REST 325 Public Praxis II		
	REST 330 Religion In Contemporary Modern Life		
	REST 335 Marriage and the Family From Religious Perspectives		
	REST 392 Special Topics courses on Ethics		
1.5	Scripture		
	One course from	3 cr	
	REST 300 Judeo Christian Scriptures		
	REST 371 Hebrew Bible as Classic Literature		
1.6	Philosophical and Theological Methodology		
	One course from	3 cr	
	REST 315 Global Liberation Theology		
	REST 331 Philosophy of Religion		
1.7	Elective		
	One additional REST course	3 cr	
1.8	Capping		
	REST 477 Capping Course	3 cr	
	Total Credit Requirement in Religion		33 cr
2.0	Course Requirements in Related Fields		
	CMPT 103 Technology for the 21st Century	3 cr	
	Total Credit Requirement in Related Fields		3 cr
	Total Credit Requirement for a Major in Religion		36 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		
	Breadth		
	PHIL 101 Philosophical Perspectives	3 cr	

Ethics, Applied Ethics, or Religious Studies	0 cr	(fulfilled by major field req.)
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	3 cr	
Social Science	<u>3 cr</u>	
	21 cr	

Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic.	

Total Core/Liberal Studies Requirement 40 cr

4.0 Electives 44 cr

Total Credit Requirement for Graduation 120 cr

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN RELIGION

FRESHMAN YEAR

FALL

PHIL 101 Philosophical Perspectives	3 cr
FYS 101 First Year Seminar	4 cr
ENG 120 Writing for College	3 cr
REST 107 Intro to Religion	3 cr
Core/LS	<u>3 cr</u>
	16 cr

SPRING

REST 201 Religion in America	3 cr
REST 209 World Religions	3 cr
Core/LS Science	3 cr
Core/LS Fine Arts	3 cr
Elective	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

REST 203, 204 or 243	3 cr
Core/LS Social Science	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

REST 215 or REST 216	3 cr
Core/LS History	3 cr
Core/LS Literature	3 cr
CMPT 103 Technology for 21st Century	3 cr
Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR

FALL

200 Level Religious Ethics course	3 cr
REST 300 or REST 371	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

300-Level Religious Ethics course	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR

FALL

REST 315 or REST 331	3 cr
Core/LS Pathway	3 cr
REST Elective	3 cr
Elective	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

REST 477 Capping	3 cr
Core/LS Pathway	3 cr
Elective	3 cr
Elective	3 cr
Elective	<u>2 cr</u>
	14 cr

REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

Two introductory courses selected from the following:	6 cr
REST 201 Religion in America	
REST 207 Intro to Religion	
REST 208 Judeo-Christian Scriptures	
Four other REST courses	<u>12 cr</u>

Total Credit Requirement for a Minor in Religious Studies 18 cr

The student is required to select a member of the Department of Religious Studies to serve as his or her advisor and to obtain the approval of the Dean for the choice. The advisor will guide the student in the selection of courses and pursuit of the plan of study.

SOCIOLOGY AND SOCIAL WORK

DARIA V. HANSEN, PH.D., LCSW, CHAIRPERSON

MISSION:

The Marist College Social Work Program is dedicated to preparing generalist social work practitioners committed to promoting the well-being of all people and their communities, through an integrated curriculum design grounded in the core values, ethics, and traditions of the profession and that provides the opportunity to master professional knowledge and skills. The Program fosters collaborative relationships with the diverse human services community in the Hudson River Valley to enrich student learning both in the classroom and in the field. The program challenges faculty and students to become social work leaders in the development of a more just society locally and globally.

The Marist College BSW Program has a curriculum which is grounded in the profession's purpose and values, informed by the program's context and is driven by the mission of the institution. The BSW Program curriculum prepares its graduates for entry level generalist practice through the mastery of the 10 Social Work Program Competencies (SWPC) and 41 associated practice behaviors as required by the Council on Social Work Education (CSWE). The goal of competency-based education is to ensure that students can successfully integrate and apply the competencies in practice with individuals, families, groups, organizations, and communities. Competencies are measurable practice behaviors that are based on social work knowledge, values, and skills. The total social work curriculum provides opportunities in the classroom and in a range of field education experiences for students to master the practice skills necessary to perform as competent and ethical generalist social work practitioners.

Advisement is provided throughout the program. Advisement plays a critical role, particularly in readying students for thresholds within the major and in evaluating their performance as potential social workers.

Minors are available in Social Work and Sociology. The Social Work minor consists of 15 credits and the Sociology minor requires 18 credits. Students should contact the Social Work Program Director to select the appropriate sequence of required and elective courses. Students are advised that the minors in Social Work and Sociology are not accredited by the Commission on Accreditation of the Council on Social Work Education. For further information please refer to the Social Work Program website: www.marist.edu/sbs.social/.

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN SOCIAL WORK

Note: A minimum of 60 credits in Liberal Arts is required.

1.0	Course Requirements in Sociology and Social Work		
	ALL of the following courses in Sociology:		
	SOC 101 Intro to Sociology	3 cr	
	SOC 336 Social Inequality	3 cr	
	SOC 341 Social Change	3 cr	
	SOC 440 Social Theory	3 cr	
	SOC 480 Social Research Methods	3 cr	
	ALL of the following courses in Social Work:		
	SOCW 230 Intro to Social Work	3 cr	
	SOCW 330 Social Service: Theory and Practice	3 cr	
	SOCW 344 Social Welfare: Policies and Analysis	3 cr	
	SOCW 345 Human Behavior in the Social Environment	3 cr	
	SOCW 383 Social Work Methods I	3 cr	
	SOCW 382 Junior Field Education	1 cr	
	SOCW 395 Social Work with Diverse Populations	3 cr	
	SOCW Required Social Work Elective	3 cr	
	SOCW 475 Social Work Methods II	3 cr	
	SOCW 478 Senior Integrative Seminar /Capping	3 cr	
	SOCW 482 Practicum in Social Work I	4 cr	
	SOCW 483 Practicum in Social Work II	<u>4 cr</u>	
	Credit Requirement in Sociology and Social Work		51 cr
2.0	Course Requirements in Related Fields		
	PSYC 101 Introduction to Psychology	3 cr	
	ECON 150 Economics of Social Issues	3 cr	
	POSC 110 American National Government	3 cr	
	BIOL 101 Topics in Biology OR		
	BIOL 237 Human Biology	<u>3 cr</u>	
	Credit Requirement in Related Fields		<u>12 cr</u>
	Total Credit Requirement for a Major in Social Work		63 cr
3.0	Core/Liberal Studies Requirements		
3.1	FOUNDATION		
	FYS 101 First Year Seminar	4 cr	
	ENG 120 Writing for College	<u>3 cr</u>	
			7 cr
3.2	DISTRIBUTION		

Breadth		
PHIL 101 Philosophical Perspectives	3 cr	
Ethics, Applied Ethics, or Religious Studies	3 cr	
Fine Arts	3 cr	
History	3 cr	
Literature	3 cr	
Mathematics	3 cr	
Natural Science	0 cr	(fulfilled by major field req.)
Social Science	<u>0 cr</u>	(fulfilled by major field req.)
	18 cr	

Pathway*	<u>12 cr</u>
Courses addressing an interdisciplinary topic.	

Total Core/Liberal Studies Requirement	37 cr
4.0 Electives	<u>20 cr</u>
Total Credit Requirement for Graduation	120 cr

5.0 The student must obtain a grade of C or better in all sociology and social-work courses required for the major in social work.

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

RECOMMENDED PROGRAM SEQUENCE FOR A SOCIAL WORK MAJOR

FRESHMAN YEAR

FALL

SOC 101 Intro to Sociology	3 cr
BIOL 101 Topics in Biology OR BIOL 237 Human Biology	3 cr
ENG 120 Writing for College	3 cr
FYS 101 First Year Seminar	<u>4 cr</u>
	13 cr

SPRING

PSYC 101 Intro to Psychology	3 cr
CMPT 103 Technology 21st Century	3 cr
Core/LS History	3 cr
Core/LS Philosophical Perspectives	3 cr
General Elective	<u>3 cr</u>
	15 cr

SOPHOMORE YEAR

FALL

SOCW 230 Intro to Social Work	3 cr
ECON 150 Economics of Social Issues	3 cr
POSC 110 American Nat'l Gov't	3 cr
Core/LS Math	3 cr
Core/LS	3 cr
	15 cr

SPRING (Recommended semester for Study Abroad)

Core/LS Fine Arts	3 cr
Core/LS	3 cr
Core/LS Literature	3 cr
SOC 336 Social Inequality	3 cr
Core Pathway/Distribution	3 cr
	15 cr

JUNIOR YEAR

FALL

SOCW 330 Soc Serv Theory/Pract	3 cr
SOCW 345 Hum Beh Soc Environ	3 cr
SOCW 344 Social Welfare Policy & Analysis	3 cr
SOC 440 Social Theory	3 cr
Core/LS	3 cr
	15 cr

SPRING

SOC 480 Social Research Methods	3 cr
SOCW 383 Social Work Methods I	3 cr
SOCW 382 Junior Field Education	1 cr
SOCW 395 Social Work w/Diverse	3 cr
Core Pathway/Distribution	3 cr
General Elective	<u>3 cr</u>
	16 cr

SENIOR YEAR

FALL

SOCW 475 Social Work Methods II	3 cr
SOCW 482 Practicum in Social Work I	4 cr
General Elective	3 cr
General Elective	3 cr
Required SW Elective	<u>3 cr</u>
	16 cr

SPRING

SOC 341 Social Change	3 cr
SOCW 478 Senior Integrative Sem/Capping	3 cr
SOCW 483 Practicum in Social Work II	4 cr
General Elective	3 cr
General Elective	<u>2 cr</u>
	15 cr

REQUIREMENTS FOR A MINOR IN SOCIOLOGY

SOC 101 Introduction to Sociology	3 cr
SOC 336 Social Inequality	3 cr

SOC 341 Social Change	3 cr
SOC 440 Social Theory	3 cr
SOC 450 Qualitative Social Research Methods OR SOC 480 Social Research Methods	3 cr
One additional elective course in sociology or from the following	<u>3 cr</u>
HIST 130 Intro to Women's Studies	
SPAN 154 Hispanic Culture	
MDIA 325 Documentary Film	
MDIA 326 Race, Ethnicity & Film	
MDIA 335 Gender & the Media	
POSC 303 Politics of Prejudice	

Total Credit Requirement for a Minor in Sociology 18 cr

REQUIREMENTS FOR A MINOR IN SOCIAL WORK

SOC 101 Introduction to Sociology	3 cr
SOCW 230 Introduction to Social Work	3 cr
Three other courses in Social Work or two courses in SW and SPAN 295 Spanish for the Human Services	<u>9 cr</u>

Total Credit Requirement for a Minor in Social Work 15 cr

SPANISH

IVETTE ROMERO, Ph.D., *Chairperson*

MISSION:

Communication through language is at the core of human experience, and the study of a foreign language provides a powerful key to successful interaction. The ability to communicate efficiently and sensitively in another language with people of different cultural backgrounds can only enhance one's professional advancement in any career. The Department of Modern Languages and Cultures aims to enrich students' education by helping them gain a rich preparation for the future through the support of global studies, teacher education, international tracks in other disciplines and, in general, career opportunities in key areas of domestic and international service where knowledge of a foreign language facilitates and increases the level of success.

The Spanish area of the division affords the serious student of a foreign language the following special academic programs:

- (1) Marist International Programs, featuring individual placement, generally during the junior year, in Spain (Madrid, Granada) or Latin America (Argentina, Chile, and Cuba among others).
- (2) Bilingual Education concentration.
- (3) Secondary school teacher certification.
- (4) Latin American and Caribbean Studies program.

The major outcome of a modern language education is greater self-awareness and an increased understanding of and ability to communicate with people of different cultural backgrounds. In addition, career opportunities in many key areas of domestic and international services are enhanced for the person proficient in a modern language.

Students may apply two language courses at the intermediate level or above as well as a civilization/culture course and two Foreign Language literature courses toward fulfilling the distributive Core/LS requirements. This arrangement facilitates, with proper planning and early implementation, a double major (or minor) with other disciplines such as Political Science, Communications, Criminal Justice, and other majors.

Spanish Majors are urged to spend two semesters abroad in a Spanish-speaking country, but are limited to no more than two semesters and twelve or fifteen credits in the major, according to the chosen track.

REQUIREMENTS FOR A BACHELOR OF ARTS IN SPANISH

Note: A minimum of 90 credits in Liberal Arts is required.

A. Regular Track

1.0 Course Requirements in Spanish	
SPAN 250 Cultures of Spain	3 cr
SPAN 260 Cultures of Latin America	3 cr
SPAN 270 Cultures of Hispanics in the U.S.	3 cr
SPAN 315 The Experience of Hispanic Literature	3 cr
SPAN 477 Capping Course	3 cr
Additional upper-level Spanish language or literature courses	<u>21 cr</u>
In this group only two language courses at the 200 level.	

NOTE: Internships carry elective credits and will not fulfill the above requirements.

Credit Requirement in Spanish, Regular Track 36 cr

B. Heritage Speakers' Track

1.0	Course Requirements in Spanish	
	SPAN 210* Spanish for Heritage Speakers I	3 cr
	SPAN 211* Spanish for Heritage Speakers II	3 cr
	SPAN 312 Spanish for Heritage Speakers III	3 cr
	SPAN 250 Cultures of Spain	3 cr
	SPAN 260 Cultures of Latin America	3 cr
	SPAN 270 Cultures of Hispanics in the U.S.	3 cr
	SPAN 315 The Experience of Hispanic Literature	3 cr
	SPAN 477 Capping Course	3 cr
	Additional upper-level Spanish language or literature courses	<u>12-18 cr</u>

Courses closed to Heritage Speakers are the following, which cannot be used to fulfill major requirements unless approved by the chair of Modern Languages and Cultures:

SPAN 101-102 Elementary Spanish I-II
SPAN 105-106 Intermediate Spanish I-II
SPAN 201 Spanish: Language and Communication Skills
SPAN 202 Spanish: Reading and Writing About Hispanic Culture
SPAN 281-282 Conversation and Culture I-II
SPAN 360-361 Composition and Conversation I-II

Credit Requirement in Spanish, Heritage Speakers' Track 36 cr

*A prepared student may be excused from the course and replace it with an upper-level literature course.

C. Regular Track–Double Major

1.0	Course Requirements in Spanish	
	SPAN 250 Cultures of Spain	3 cr
	SPAN 260 Cultures of Latin America	3 cr
	SPAN 270 Cultures of Hispanics of the U.S.	3 cr
	SPAN 315 The Experience of Hispanic Literature	3 cr
	SPAN 477 Capping Course	3 cr
	Additional upper-level Spanish language or literature courses	<u>15 cr</u>

Credit Requirement in Spanish, Regular Track–Double Major 30 cr

D. Heritage Speakers' Track–Double Major

1.0	The requirements are the same as in B. Heritage Speakers' Track.	18-24 cr
	However, the number of additional upper-level Spanish language and literature courses is reduced to:	<u>6-12 cr</u>

Credit Requirement in Spanish, Heritage Speakers' Track–Double Major 30 cr

Total Credit Requirement for a Major in Spanish

30-36 cr

The following pertains to all four tracks:

2.0 Course Requirements in Related Fields: None

3.0 Core/Liberal Studies Requirements

3.1 FOUNDATION

FYS 101 First Year Seminar 4 cr
ENG 120 Writing for College 3 cr

7 cr

3.2 DISTRIBUTION

Breadth

PHIL 101 Philosophical Perspectives 3 cr
Ethics, Applied Ethics, or Religious Studies 3 cr
Fine Arts 3 cr
History 3 cr
Literature 0 cr (fulfilled by major field req.)
Mathematics 3 cr
Natural Science 3 cr
Social Science 3 cr

21 cr

Pathway*

Courses addressing an interdisciplinary topic. 12 cr

Total Core/Liberal Studies Requirement	40 cr
4.0 Electives: Tracks A and B	44 cr
Tracks C and D	<u>50 cr</u>
Total Credit Requirement for Graduation	120 cr

Note Well:

- Spanish majors who are not fluent Spanish speakers are urged to spend two full semesters abroad in a Spanish-speaking country in order to develop fluency in the language.
- STUDY ABROAD:** Only 12 credits maximum accepted in Spanish for the Double Major; 15 credits for the regular track.
- HIGHLY RECOMMENDED:** Linguistics

* Breadth and Pathway courses may overlap, but all students must take a total of 36 distribution credits (including related field requirements). Students majoring in Breadth areas may apply a maximum of 6 credits to their distribution total. If applicable to a Pathway, 3 credits may come from disciplines outside of Core Breadth areas. Although foreign language and culture courses are not required within the Core, some courses in these fields may be used to fulfill distribution requirements. See the Core/LS Program website for a detailed list of all courses that satisfy distribution requirements.

REQUIREMENTS FOR NEW YORK STATE TEACHER CERTIFICATION IN ADOLESCENCE EDUCATION: SPANISH (GRADES 7-12)

Marist College offers a state-approved program leading to initial teacher certification in Adolescence Education: Spanish (Grades 7-12). Students seeking this certification are encouraged to consult with their academic advisor and the Coordinator of Adolescence Education in the Education Department. Because of the significant number of state certification requirements for this program, it is important that students seek such advisement early in their college careers, during the freshman year if possible. Education and related field requirements for Adolescence Education certification can be found on page 103 of this catalog. Passing score on the OPI at a minimum of advanced low-level proficiency or fulfilling a departmental remediation plan is required for the student/candidate to be recommended for certification.

REQUIREMENTS FOR A MINOR IN SPANISH LANGUAGE STUDIES

Spanish Language: nine credits above the intermediate level*	9 cr
Cultures of Spain and Latin America	6 cr
Literature: One course selected with advisement	<u>3 cr</u>

TWELVE to FIFTEEN credits of the minor can also simultaneously fulfill the distribution requirements of Core/LS.

* SPAN 210-211 are required for Heritage Speakers of Spanish, but may be waived if the student has a solid background in the language.

Total Credit Requirement for a Minor in Spanish Language Studies	18 cr
---	-------

REQUIREMENTS FOR BILINGUAL EDUCATION CONCENTRATION

1.0 EDUC 140 Intro to Bilingual Studies/TESL	3 cr
SPAN 270 Cultures of Hispanics in the United States OR SPAN 154 Civilization: Hispanics in the United States	3 cr
2.0 Optional: EDUC 441 Fieldwork in Bilingual Education/ English as a Second Language	<u>3 cr</u>

Total Credit Requirement for Bilingual Education Concentration	6-9 cr
---	--------

RECOMMENDED PROGRAM SEQUENCE FOR A BACHELOR OF ARTS IN SPANISH

* Regular Track (Track A)

FRESHMAN YEAR

FALL		SPRING	
SPAN 201 or 281	3 cr	SPAN 202 or 281	3 cr
ENG 120 Writing for College	3 cr	Core/LS	3 cr
FYS 101 First Year Seminar	4 cr	Core/LS	3 cr
PHIL 101 Philosophical Perspectives	3 cr	Core/LS	3 cr
Elective or CSIS courses	<u>3 cr</u>	Elective	<u>3 cr</u>
	16 cr		15 cr

SOPHOMORE YEAR

FALL		SPRING	
SPAN 250	3 cr	SPAN 260	3 cr
SPAN 360 or SPAN 315	3 cr	SPAN 315 or SPAN 325	3 cr
Core/LS	3 cr	Core/LS	3 cr
Core/LS	3 cr	Elective	3 cr
Elective	<u>3 cr</u>	Elective	<u>3 cr</u>
	15 cr		15 cr

JUNIOR YEAR (Marist Abroad Madrid)**FALL**

SPAN 300 or 400 Level Elective	3 cr
SPAN 300 or 400 Level Language	3 cr
Core/LS	3 cr
SPAN 300 or 400 Level Literature	3 cr
SPAN 300 or 400 Level Elective	<u>3 cr</u>
	15 cr

JUNIOR YEAR (On Campus)**FALL**

SPAN 360 OR 270	3 cr
SPAN Literature	3 cr
SPAN Elective or General Elective	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SENIOR YEAR**FALL**

SPAN 270 or Spanish Literature	3 cr
Electives	<u>12 cr</u>
	15 cr

SPRING

SPAN 300 or 400 Level Elective	3 cr
SPAN 300 or 400 Level Elective	3 cr
Core/LS	3 cr
Core/LS	3 cr
SPAN 300 or 400 Level Elective	<u>3 cr</u>
	15 cr

SPRING

SPAN 300 or 400 Level Elective	3 cr
SPAN Literature	3 cr
SPAN Elective or General Elective	3 cr
Core/LS	3 cr
Elective	<u>3 cr</u>
	15 cr

SPRING

SPAN 477 Capping Course	3 cr
Electives	<u>12 cr</u>
	15 cr

WOMEN'S STUDIES MINORKRISTEN BAYER, Ph.D., *Co-Director*ANGELA LAFLEN, Ph.D., *Co-Director*

Women's Studies is a multidisciplinary academic program that focuses on gender as a significant cultural and cognitive category. The minor in Women's Studies exposes students to the intellectual, political, and aesthetic contributions of women to human culture, and examines how gender has influenced the lives, status, and opportunities of all people. Attention is paid to the ways in which gender intersects with race, class, and ethnicity to shape social structures and individual experiences. Courses provide students with a critical approach to the study of history, political science, literature, philosophy, religion, economics, communication, social sciences, the natural sciences, and management, incorporating scholarship on women, gender, and feminist theory. The program advances the Marist tradition of preparing students to develop a global perspective that recognizes and respects diversity.

Students are required to take an interdisciplinary Introduction to Women's Studies course and five other courses distributed among at least two different disciplines for a total of 18 credits. Courses that may be applied to the minor include the following regular offerings, as well as designated special topics and cross-disciplinary courses.

For further information about Women's Studies, please see one of the Co-Directors.

REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

WMST 130 Introduction to Women's Studies	3 cr	
Five additional designated courses from at least two different disciplines	15 cr	
		18 cr

Regular offerings (Please see appropriate discipline for full description.)

- BIOL 232 Sex, Evolution, and Behavior
- COM 350 Sex and Media
- COM 400 Gender and Communication
- ECON 200 Economics of Gender
- ENG 220 Literature and Gender
- HIST 232 U.S. Women's History
- HIST 267 Women in Asia
- HIST 314 Witchcraft and Sorcery in Pre-Modern Europe
- HIST 325 History of American Feminism
- HIST 332 Women and Religion in America
- WMST 385/MDIA 335 Gender and Media
- POSC 314 Gender and the Law
- POSC 320 Feminist Political Thought
- PSY 206 Psycho-Biological Sex Differences
- PSY 331 Psychology of Women
- SOC 336 Social Inequity
- SOC 341 Social Change
- SPAN 370 Latin American Women Writers

Other courses to be approved in advance by the Co-Directors.

COURSE DESCRIPTIONS

ACCOUNTING

ACCT 203

Financial Accounting

Three Credits

Development of basic accounting concepts. Emphasis is on the classifying, recording, and reporting of business transactions for all forms of business organizations. Offered every semester.

ACCT 204

Managerial Accounting

Three Credits

Emphasis is on generating, analyzing, and using accounting information in the planning and control processes. Topics include budgets, standards, cost systems, incremental analysis, and financial statement analysis. Offered every semester.

Prerequisite: ACCT 203

ACCT 301

Intermediate Accounting I

Three Credits

This is the first course in a two-course sequence that is intended to provide a comprehensive understanding of the concepts, principles, assumptions, and conventions that are used for classifying, recording, and reporting economic transactions for a business entity. Offered every fall.

Prerequisite: ACCT 204 or permission of instructor

ACCT 302

Intermediate Accounting II

Three Credits

This is the second course in a two-course sequence that is intended to provide a comprehensive understanding of the concepts, principles, assumptions, and conventions that are used for classifying, recording, and reporting economic transactions for a business entity. Offered every spring.

Prerequisite: ACCT 301 or permission of instructor

ACCT 303

Accounting Theory and Practice

Three Credits

This course is intended to provide an understanding of items that present measurement and reporting problems for the accountant. It will also discuss current issues that the accounting profession is attempting to establish and guidelines for their measurement and reporting.

Prerequisite: ACCT 302

ACCT 310

Cost Accounting

Three Credits

An intensive study of the structure of various cost accounting systems. Techniques of income determination for manufacturing enterprises are explored. Attention is given to how standards can be applied in accounting to provide useful information for planning and controlling the cost of direct labor, materials, and manufacturing overhead costs. Offered every fall.

Prerequisite: ACCT 204

ACCT 311

Information for Decision Making and Control

Three Credits

Examines the measurement and management of product costs, emphasizing the principles of cost systems design. Use of information generated by product costing systems for performance measurement and for strategic decisions on pricing, product mix, process technology, and product design are explored. Also covers in-depth evaluations of capital expansions, make-versus-buy, and operate-versus-close decisions.

Prerequisite: ACCT 310 or permission of instructor

ACCT 330

Financial Statement Analysis

Three Credits

This course enables the student to use the information provided in financial statements to make reasoned decisions in a variety of important business contexts. The accounting standards relevant to the intelligent interpretation of the statements by product, labor, and capital market participants are studied along with traditional analytical techniques such as ratio analysis, trend analysis, and vertical and horizontal analysis. Offered every semester.

Prerequisites: ACCT 204, BUS 320

ACCT 350

Accounting Systems

Three Credits

A comprehensive presentation of the fundamentals of data origination, classification, control, and reporting. Various accounting systems will be analyzed with an emphasis on database management and systems analysis, creation, and control.

Prerequisite: ACCT 204

ACCT 401

Advanced Accounting

Three Credits

A study in detail of partnerships, business combinations and consolidations. Specialized topics of consolidated financial statements including asset and inventory transfers and foreign currency are covered. Offered every fall.

Prerequisite: ACCT 302

ACCT 402

Auditing

Three Credits

Standards and procedures currently used by independent public accountants in examining financial statements and their application in report preparation. The ethical and legal responsibilities of the accountant are reviewed. Offered every fall.

Prerequisite: ACCT 302

ACCT 403

Tax I

Three Credits

This course is designed to provide students with a basic understanding of the fundamentals of federal income tax law. The course emphasizes individual taxation but also provides an introduction to corporate and partnership taxation. The course is intended for students who need some technical knowledge of tax law, as well as for those students who wish to pursue further tax law education. Offered every fall.

Prerequisite: ACCT 301 or permission of instructor

ACCT 404

Tax II

Three Credits

Advanced topics in individual as well as corporation and partnership tax are covered. Emphasis is on tax planning aspects of operation, distribution, and liquidation of corporations and partnerships. The United States tax administration system and techniques of tax research are explored as they relate to the three phases of a CPA's tax practice: tax return preparation, tax advice and planning, and tax advocacy. Offered every spring.

Prerequisite: ACCT 403

ACCT 405

Advanced Auditing

Three Credits

This course examines the control and security of accounting information systems from an auditing perspective. Objectives include understanding the basics of how computing systems operate and the risk associated with those systems, types of physical and logical security controls, an auditor's objective of performing an

audit of a computerized information system, and other areas of technological importance. Offered every spring.

Prerequisite: ACCT 402

ACCT 451

Government and Not-For-Profit Accounting

Three Credits

Examines accounting and reporting concepts and issues for non-business organizations. Accounting issues that are unique to these entities are emphasized (such as non-exchange transactions and lack of ownership interest). Accounting and reporting for state and local governments (determined by the GASB), charitable organizations (determined by the FASB) and the Federal government (determined by the FASAB) are included. Offered every spring.

Prerequisites: Junior status, ACCT 301

ACCT 477

Current Issues in Accounting

Three Credits

An integrative course required of all senior accounting majors that will examine various issues selected by the instructor(s). These issues will be addressed by the interpretation and application of generally accepted accounting principles. Specific emphasis will be placed on the ethical considerations of these issues and principles. Offered every spring.

Prerequisites: Senior status; ACCT 302, 403

ANTHROPOLOGY

ANTH 101

Introduction to Physical Anthropology

Three Credits LA

Physical anthropology. An investigation of human ancestors and continual human physical evolution to modern times. Emphasis is placed on human's early chronology during the Paleolithic, Neolithic, and Near Eastern periods.

(Fulfills Core/LS Natural Science requirement.)

ANTH 102

Introduction to Cultural Anthropology

Three Credits LA

Ethnology. An introduction to the nature, uniformity, and diversity of cultures through an exploration of people in different times and regions. Topics include: the family, economics, political systems, religion, social stratification, and art and crafts.

(Fulfills Core/LS Social Science requirement. Does not fulfill Core/LS Natural Science requirement.)

ANTH 120

An Introduction to Archaeology

Three Credits LA

A study of how archaeological work is performed (dating techniques; mapping; cross-identification; etc.). Application of these techniques will be viewed in the study of major archaeological sites of historical significance.

(Fulfills Core/LS Social Science requirement. Does not fulfill Core/LS Natural Science requirement.)

ANTH 230

American Culture I

Three Credits LA

The study of geographic, ethnographic, historic, and other factors pertinent to the development of Latin- and Anglo-American cultures. Consideration will be given to minority and diverse groups; to factors promoting urban and rural communities; and to a study of the historical and geographical development of selected cities. Statistics will be provided frequently in order to substantiate lectures and to encourage discussion. Offered when there is sufficient student interest.

(Fulfills Core/LS Social Science requirement.)

ANTH 231

American Culture II

Three Credits LA

An intense analysis of the population of the United States as to national origin, race, economic and social stratification, religious and political preferences, and

ethnic contributions to the American scene. Consideration will also be given to a study of factors producing the megalopolis, the city, and smaller communities.

Offered when there is sufficient student interest.

(Fulfills Core/LS Social Science requirement.)

ANTH 232

Religion and Culture

Three Credits LA

Dual listed as REST 232

A dimension of cultural anthropology, with focus on religion as a cultural universal. The study of cultural differences and determinants suggests new understandings of religious differences and functions in the human family. Offered when there is sufficient student interest.

(Fulfills Core/LS Social Science requirement OR Core/LS Philosophy/Religious Studies requirement.)

ANTH 233

Native Americans

Three Credits LA

A study of pre-Columbian Native American civilizations. Post-Columbian Native American groups will be studied cross-culturally, with emphasis on the family: social, political, and economic structure of the group; religions; and the arts. Consideration will also be given to the contributions by Native Americans to American modern society.

(Fulfills Core/LS Social Science requirement.)

ARABIC

ARAB 101-102

Elementary Arabic I & II

Three Credits each LA

An introduction to Modern Standard Arabic, the form used in public discourse throughout the Arab world. Writing in the Arabic script, intensive pronunciation practice, conversational vocabulary, reading unaccented texts. Homework includes mandatory audio and video practice. Through the language study, the student is introduced to the Arabic culture. Closed to heritage speakers and students from countries where Arabic is the official language. Offered annually.

ARAB 105-106

Intermediate Arabic I & II

Three Credits each LA

A continuation of the Elementary course. The elements of basic Arabic are consolidated with further practice in listening comprehension, speaking, reading, and writing. Homework includes mandatory audio and video practice through the Language Center. All language study will be grounded in the context of the Arab culture and with an awareness of the various local dialects in the Arab world. Closed to heritage speakers and students from countries where Arabic is the official language. Offered annually if there is sufficient student interest.

ARAB 150

Arabic Cultures and Perspectives

Three Credits each LA

Dual listed as CSAR 150

The course is designed as a comprehensive introduction to the Arab World. It presents the diversity of backgrounds, dialects, religions, aspirations, and everyday challenges in the Middle East and Northern Africa, and clarifies the distinctions that must be made with the perspectives of neighboring non-Arab Islamic countries such as Iran or Turkey, and with the larger Islamic world. The course will also examine the cultural richness of Arab communities in America, Europe, and other expatriate settings, especially in relation to the increased scrutiny to which they have been subjected since the tragedy of 9/11. Taught in English.

ARAB 292-293

Special Topics I-II

Three Credits each LA

"Special topics" courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific title is indicated when the course is listed in the schedule of classes. Additional information is available by contacting the Department of Modern Languages and Cultures.

ART

NOTE: For courses that satisfy the Fine Arts Core/LS requirement, choose Arts and Values or courses whose descriptions state “Fulfills the Core/LS requirement in Fine Arts” under Art History courses.

ART 125

Arts and Values

Three Credits LA

This course familiarizes the student with a wide variety of visual experiences. It covers both two-dimensional and three-dimensional forms such as sculpture, painting, and mixed media. Relationships and contrasts will be connected to other creative expression such as music, theatre, film, and architecture. Offered every semester.

(This is a course for non-majors and satisfies the Core/Liberal Studies requirement for freshmen.)

STUDIO ART AND DIGITAL MEDIA COURSES

NOTE: All studio courses meet for a lab and lecture combination. A total of four contact hours is required for all studio courses. Each student is also required to put in two hours per week in an open studio.

ART 101

Fundamentals of Art and Design

Three Credits

A foundation course which investigates the elements and principles of design that underlie all the visual arts. Students will be introduced to the basic skills and techniques necessary for the creation of well-crafted designs. There will be regular group critiques of assignments to develop a working vocabulary for describing and analyzing visual art. Experimentation and innovative solutions are encouraged. This course assumes no previous experience. Offered every semester.

ART 105

Basic Sculpture

Three Credits

An introduction to the techniques and concepts of creating sculpture. The formal skills of constructing, modeling, and carving will be used to create both figurative and abstract forms. The qualities, properties, and structural possibilities of various traditional materials will be explored, as well as those that are more contemporary and unconventional. During regular class critiques, students will develop a usable vocabulary for describing and evaluating their own work and other three-dimensional works of art. Offered annually.

Prerequisite: ART 201 or permission of instructor

ART 110

Basic Drawing

Three Credits

This course is designed to introduce the student to the materials and techniques of drawing, focusing on the representation and interpretation of objects and natural forms. This course assumes no previous experience. Offered every semester. (Fulfills the Core/LS requirement for Fine Arts.)

ART 111

Basic Painting

Three Credits

An introduction to the materials and techniques of painting. Students will investigate a variety of approaches, from traditional to modern, using still-life and less-conventional subject matter. While the course assumes no previous experience in painting, it is recommended that students will have completed ART 101 or 110. Offered every semester.

ART 145

Basic Photography

Three Credits

An introduction to the study of photography as a means of creative expression. Students will explore basic concepts, processes, and techniques including camera usage, exposure controls, film development, darkroom procedures, and print presentation. Developing and printing black and white photographs will be an integral part of the course. Creative exploration through specific assignments will form the basis for development of aesthetic criteria. No previous photographic

experience is assumed. Students must supply their own cameras with adjustable apertures and shutter speeds. Offered every semester.

ART 201

Three Dimensional Design

Three Credits

A foundation course which investigates the elements and principles of designing with sculptural forms. Through a series of hands-on projects and regular group critiques, students will develop the skills necessary for creating in three dimensions. Offered every semester.

NOTE: This course explores traditional, not digital, techniques.

Prerequisite: ART 101

ART 202

Intermediate Painting

Three Credits

The fundamental skills acquired in Basic Painting will be reviewed and built upon. Assignments will continue the exploration of different approaches and different sources of inspiration for painting, including working from the figure. Students will gain an awareness of the growth and range of painting in the 20th century. Offered every semester.

Prerequisite: ART 111

ART 203

Drawing II: Media and Techniques

Three Credits

This course builds upon the experience gained in Basic Drawing. Exploration of the expressive range of drawing in a variety of media and techniques. Offered every spring.

Prerequisite: ART 110

ART 205

Intermediate Sculpture

Three Credits

A further exploration of spatial concepts as they relate to sculptural form. More sophisticated issues concerning the expressive characteristics and structural possibilities of materials will be investigated. Projects will be directed toward the pursuit of personal interpretation. Appropriate techniques and materials will be examined on an individual basis.

Prerequisite: ART 105

ART 207

Basic Printmaking

Three Credits

This course introduces the student to basic principles, materials, and techniques used in printmaking. Individual instruction will be directed toward each student's development of a strong personal statement. Through lectures, demonstrations, and hands-on experiences, students will become familiar with both traditional and contemporary approaches. Offered every year.

Prerequisites: ART 101, ART 110 or permission of instructor

ART 211

Digital Layout and Design

Three Credits LA

This course introduces advanced desktop-publishing techniques using page layout software such as QuarkXPress and InDesign. Students will produce a variety of projects that incorporate the use of master pages, style sheets, spot and process color separations, custom layout formats, design libraries, and the conversion of EPS files into Portable Document Format files. This course stresses production techniques that are required knowledge for contemporary designers. Offered every semester.

Prerequisites: ART 231, or permission of instructor

ART 212

Figure Drawing

Three Credits

This course is designed to introduce students to the study of the human figure, applying the skills and techniques acquired in Basic Drawing. Although this course covers fundamental human skeletal and muscular structure, its focus is on

learning to represent the expressive nature of the human figure through various drawing techniques and the development of individual style. Offered every year.
Prerequisite: ART 110

ART 215

Typography and Design

Three Credits

This course provides an overview of the Graphic Design field, emphasizing basic lettering and typography, production, and design skills. Assigned projects furnish an understanding of the designer's creative process—the progressive steps from research, thumbnails, and roughs through the finished mechanicals. A strong digital component builds a relationship between analog and computer-related skills. Students are encouraged to approach problem solving in an imaginative yet professional manner. Offered every semester.

Prerequisites: ART 101, ART 231

ART 231

Introduction to Digital Media

Three Credits LA

This course is designed to introduce students to the field of computer art. Students will learn how the digital media are transforming the fine arts, graphic design, advertising, and education. Students will explore such topics as desktop publishing, digital photography, animation, and multimedia applications, including the creation of CD-ROMs, through a combination of lectures, demonstrations, and hands-on experiences. Offered every semester.

Prerequisite: ART 101 or permission of instructor

ART 235

Digital Animation I

Three Credits LA

This course explores the new methods of painting and animating with a computer. Students will become familiar with the history of animation and traditional principles of animation, and learn how they are applied in digital techniques. The basics of integrating soundtracks with animation will also be introduced. Course methods include lectures, demonstrations, viewing animations, and hands-on experiences. Offered every semester.

Prerequisite: ART 231

ART 240

Intermediate Photography

Three Credits

A continuation of Basic Photography, this course further explores black and white films and printing techniques. In addition to conventional materials, specialized films including infrared, technical pan, and high-contrast litho are introduced. Production will be aimed at pursuing particular problems related to photographic visualization and the development of a personalized approach to the medium. Offered every semester.

Prerequisite: ART 145

ART 301

Advanced Painting I

Three Credits

Advanced study in painting, including concentrated investigation of master painters. In this course, students will be encouraged to paint in an innovative and personal way to establish and develop individual imagery. Offered every year.

Prerequisite: ART 202

ART 310

Drawing III: Advanced Projects

Three Credits

Advanced study in drawing, stressing a more personal expression. Includes substantial experimentation and consideration of contemporary aesthetic issues in art. Offered every spring.

Prerequisite: ART 203

ART 314

Advanced Photography

Three Credits

This upper-division studio course centers on advanced black and white printing and aesthetics. Students will work primarily on the further development of

a personal response to the medium as class critiques are directed toward the evolution of sophisticated criteria to aid in understanding images within the context of historical and contemporary photography. Offered every spring.

Prerequisite: ART 240

ART 315

Publication Design

Three Credits

This course will focus on communication design problems, with a special emphasis on advertising and publication design. Concept development will be stressed as students explore fundamental perceptual, symbolic, and expressive approaches to design. Students will further develop their digital skills as they learn today's computer-based equivalents to traditional analog skills. Production skills will be refined, along with a closer examination of the expressive nature of typography. Offered every spring.

Prerequisite: ART 215

ART 320

Digital Photography

Three Credits LA

Students will be introduced to the creation, enhancement, and manipulation of photographic imagery using a computer. Production and criticism will be aimed toward developing an understanding of how photography can be extended beyond the traditional silver print with an emphasis on image retouching and compositing. Students will learn how to cut and paste images, as well as the use of layers, channels, paths, and specialized filters to modify images. Printing technologies of digital imagery will also be explored. Offered every semester.

Prerequisite: ART 231

ART 321

Digital Painting

Three Credits LA

This experimental course is an introduction to the new field of digital painting with an exploration of industry-standard software. Students will be introduced to the traditional principles of the medium and learn how they are applied digitally. They will also gain an understanding of emerging techniques for creating paintings and learn how the digital paintings are used in other media. This class will utilize lectures, demonstrations, discussions, and hands-on experiences. Assignments will include projects that explore digital printing and a journal of techniques and creative issues. Offered every year.

Prerequisite: ART 231

ART 322

Multimedia Authoring

Three Credits LA

Multimedia is a new and challenging medium for artists and designers, and the multimedia artist needs to be aware of new terminology, tools, techniques, and the art concepts behind them. Students will learn how to create an interactive work that integrates digital images, design, typography, animation, and sound. Students will also learn the stages in the development process, survey current design and artistic approaches, and have a hands-on experience as a member of a team developing a multimedia design project for distribution on disk or via the Web. Offered every fall.

Prerequisites: ART 235, ART 320, or permission of instructor

ART 323

Designing for the Web

Three Credits LA

This course introduces students to the World Wide Web as a design and fine-arts medium. Through a combination of lectures, demonstrations, research, and hands-on experiences, students will learn the concepts and vocabulary of web design, its history, and how to apply their traditional design knowledge in a new, nontraditional medium. Students will also learn how to prepare effective graphic and multimedia elements for the Web and develop a greater understanding of the importance of the interrelation of these elements in the aesthetics of web designs. Students will also gain a sense of web design as a profession and artist's medium and the range of successful design and artistic approaches in use today. Offered every semester.

Prerequisites: ART 231, ART 215 (recommended)

ART 325

Visual Book

Three Credits LA

This course will teach students the basic vocabulary and techniques of bookmaking. Students will learn to assemble their photographs, drawings, prints, and/or writing into creative book structures. A semester project will be the completion of a journal using an 'altered book' format. Offered every year.

Prerequisites: ART 101, ART 110, ART 231 (recommended), or permission of instructor

ART 402

Advanced Painting II

Three Credits

Individualized study in painting with one or more instructors. Students will be given the opportunity to explore in-depth themes, techniques, subjects, or experimental media of their own choosing.

Prerequisite: Permission of department chair

ART 409

Advanced Drawing II

Three Credits

Advanced Drawing with media and content based upon individual needs. Students are encouraged to define their own aesthetic approach to the medium.

Prerequisite: Permission of department chair

ART 412

Advanced Sculpture I

Three Credits LA

ART 413

Advanced Sculpture II

Three Credits LA

ART 420

Multimedia Projects

Three Credits LA

This course builds on the knowledge and skills developed in Multimedia Authoring. Students will learn in more depth about effective interface design and how programming makes possible more complex and effective multimedia productions. Projects may include both stand-alone interactive design and interactive website design.

Prerequisites: ART 235, ART 320, ART 322 or permission of instructor

ART 425

Digital Photography II: Special Projects and Techniques

Three Credits LA

This course will build on the skills and conceptual growth established in Digital Photography I. Students will continue to explore creative areas while building on more specific technical skills required for professional production of printed work. Projects will extend students' perceptions of digital imaging in both creative and applied areas. It is expected that students will work on projects outside of class using the computers in the Digital Media lab. Students should expect to spend approximately four to six hours per week working on assignments. Offered every year.

Prerequisite: ART 320

ART 435

Digital Animation II: Special Projects and Techniques

Three Credits LA

This experimental course is designed for upper-level students in digital media to expand their understanding and skills in digital animation. It is a project-oriented course with hands-on experiences as an individual and as a member of a team. We will continue the exploration of animation software begun in Digital Animation I, while creating long animations.

This class will utilize lectures, demonstrations, discussions, and hands-on experiences. Multimedia, visits to dynamic websites, and videotapes of classic animated films will also be included. Assignments will include creative projects that explore digital animation, character design, and the creation of interactive elements. Offered every year.

Prerequisite: ART 235

ART 478

Senior Thesis: Portfolio

Three Credits

Students will work independently in an area of studio art or digital media of their choice. Those students enrolled in Senior Thesis will meet for a normally scheduled class session once each week for general critique and review, and with their faculty advisors separately for additional review. Their goals will be to sharpen the skill required by the area they have chosen and to produce a final thesis project worthy of professional portfolio or performance standards. Senior Thesis will bring each student's work to a new level of technical and aesthetic proficiency in preparation for the assembly of a final graduation portfolio. Offered every fall.

Prerequisite: Senior standing

ART HISTORY COURSES

ART 160

History of Western Art I

Three Credits LA

This course studies the history of painting, sculpture, and architecture from prehistory and Ancient Egypt to the cathedrals of medieval Europe with an emphasis on the relationship between the arts, societal values, and religious beliefs. Offered every semester.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 180

History of Western Art II

Three Credits LA

This course studies the history of painting, sculpture, and architecture from the revival of Greco-Roman humanism in the Renaissance to the development of abstract art in the early 20th century. The arts will be considered in relation to the religious upheaval of the Reformation of the 16th century and the social revolutions of the 18th, 19th, and 20th centuries. Offered every semester.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 220

History of Photography

Three Credits LA

This course will examine the history of photography and the important role this medium of expression has held since its "discovery" in 1839. A chronological approach to the exploration of this medium will be used to demonstrate the important contributions that this art form has made to the history of art. The use of photography as an expression of humanistic, religious, and social values will also be considered. Offered every semester.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 230

Greek and Roman Art

Three Credits LA

This course will examine the art of ancient Greece from the Bronze Age through the Hellenistic era and the art of ancient Rome from the early Republic through the reign of Constantine. The pre-Greek civilizations of the Cyclades, Crete, and mainland Greece will be introduced as well as the pre-Roman culture of Etruria. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 242

17th Century Art

Three Credits LA

This course focuses on the visual arts of Western Europe in the 17th and early 18th centuries – covering major artists such as Caravaggio, Bernini, Velazquez, Rubens, Rembrandt, Vermeer and Poussin. The course will examine images of everyday life, portraiture, landscape painting, the decoration of princely houses and palaces, and the representation of religious figures. These artistic endeavors will be placed in their cultural context by considering such topics as the relationship between patronage and the arts, the creation of academies and the intellectual and religious trends of Baroque Europe. (Fulfills the Core/LS requirement for Fine Arts.)

ART 245

Medieval Art

Three Credits LA

This course examines the art and architecture of the Middle Ages in Western Europe, from Early Christian and Byzantine art to the Gothic period, with an emphasis on the relationship between the arts, societal values, and religious beliefs. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 255

Pre-Columbian Art

Three Credits LA

This course studies the art of Mesoamerican and Andean cultures from 1500 BC to 1532 AD. Monumental architecture, painting, sculpture, pottery, and textiles of the Olmec, Zapotec, Mixtec, Maya, Toltec, Aztec, Chavin, Mochica, Nazca, and Inca cultures will be examined in the context of mythology and religious ritual.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 256

Chinese Art

Three Credits LA

This course is an historical survey of the painting, sculpture, and architecture of China from the Neolithic period to the 20th century. The art of China will be viewed in its cultural context with emphasis on its purpose and meaning in light of the philosophies and religions of the Far East. The course includes an in-depth study of the aesthetics, materials, and techniques of painting and calligraphy.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 280

American Art

Three Credits LA

This course will study the evolution of the art of America from the early “limmers” of the colonial period to the internationalism of contemporary artists. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 281

History of Costume

Three Credits LA

Students explore the historical styles and modes of Western dress and adornment throughout the ages from the ancient Egyptian period to the 20th century. Costume is viewed within the context of the period relating to major historical developments, technology, production, and economic situation. Also discussed are the arts, specific individuals, events, or societal values that can be seen to influence fashions of the times. Offered annually.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 290

Museum Studies

Three Credits LA

This course will examine the structure and function of art museums, house museums, art galleries, and art centers as well as related institutions in the fields of historic preservation, conservation, and folk culture. The history and development of museums as educational institutions in modern times will be studied in the broader context of collecting, maintaining, exhibiting, and interpreting works of art. The relationship between the museum and the public as well as the policies and programs of funding art institutions will also be discussed. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 350

Contemporary Art

Three Credits LA

This course will study the art of the late 20th century through the present time in the United States and Europe. The course will explore the technical innovations, formal characteristics, and intellectual sources and their relationship to world events and cultural history. Offered annually.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 362

Art & Technology

Three Credits LA

This course will consider the relationship between art and science and technology from the end of the 19th century to the present. Among the topics to be investigated are: the influences of machinery, including the computer and the camera; color theory; and the impact of modern art on applied design and architecture.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 365

History of 19th-Century Art

Three Credits LA

This course will examine the movements of the 19th century from the Neo-Classicism of David to the Post-Impressionism of Cézanne, Seurat, Gauguin, and Van Gogh. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 366

History of 20th-Century Art

Three Credits LA

This course will trace the development of modern art from Cubism and Fauvism to Conceptual Art. Some of the major movements to be studied include German Expressionism, Italian Futurism, Russian Constructivism, Dada and Surrealism, Abstract Expressionism, and Pop Art. Offered annually.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 380

Renaissance Art

Three Credits LA

This course will study the art of the Renaissance in the Lowlands and Italy. Beginning with an examination of the sources of the Renaissance in the late medieval period, the course will explore the technical innovations, formal characteristics, and iconography characterizing art from Giotto and Claus Sluter to Hugo VanderGoes and Raphael. Some of the major artists include Masaccio, Donatello, and Jan van Eyck. This course will examine in depth the intellectual sources and context of the Renaissance. Offered biennially.

(Fulfills the Core/LS requirement for Fine Arts.)

ART 391-392-393

Special Topics in Studio Art, Digital Media, or Art History

One, Two, Three Credits

These numbers are used by the department to experiment with new course offerings. These numbers are not to be used in place of Advanced Art courses. Permission of the instructor and the Dean is required.

ART 397

Advanced Internship

Three Credits

Internships are arranged with local or New York City companies, galleries and museums, or with art professionals. They are designed to give juniors and seniors in Art History, Studio Art or Digital Media an opportunity to work with professionals. Students must have a 2.5 cumulative grade-point average and be recommended by the Art and Art History faculty. An internship is not a requirement for a major in Fine Arts, Studio Art or Digital Media.

ART 477

Capping Course

Three Credits LA

This course will introduce the student to traditional and contemporary approaches to art criticism. Historical foundations of critical analysis will be explored, as well as contemporary models for the justification of aesthetic judgments. Broader humanistic concerns and values issues will be addressed by the application of models reflecting the social, historical, political, and psychological nature of art. The course will provide the student with the opportunity to develop an independent research project. Offered every spring.

ATHLETIC TRAINING

ATHT 104

Introduction to Athletic Training

Two Credits – lecture

One Credit – laboratory

This introductory course in athletic training is designed for those interested in the Athletic Training major. The student will gain insight into the profession, the preparation of the athletic trainer, and the role of the athletic health-care professional in various settings. Discussions about other allied health-care professionals with whom the athletic trainer will work closely (PTs, EMTs, etc.) will be emphasized. This course will also introduce those interested in Athletic Training to the basic clinical techniques in dealing with prevention and management of athletic injuries and will include discussions on preventative wrapping and strapping, padding and bracing, and splinting and transportation.

ATHT 205

Basic Concepts in Athletic Training

Two Credits – lecture

One Credit – laboratory

This course will cover the clinical examination and diagnosis and the acute care of injuries and illnesses with emphasis placed on emergency medical care. The entire body will be addressed within these domains as well as other issues pertinent to the health care of athletes. The laboratory session is designed to provide the student with practical application of the material discussed in the lecture.

Prerequisites: ATHT 104 and acceptance into the professional phase of the Athletic Training Education Program, or permission of Program Director.

ATHT 304

Therapeutic Modalities in Athletic Training

Two Credits – lecture

One Credit – laboratory

Discussion of the latest therapeutic techniques used in athletic training. History of the foundation of all modalities as well as current concepts. Use and misuse, as well as contraindication, for all modalities. Each student will practice and learn each modality through the laboratory session so they have a clear understanding of why and how to use each modality.

Prerequisite: ATHT 205 or permission of Program Director.

ATHT 305

Therapeutic Interventions in Athletic Training

Three credits

This course will provide the student with an understanding in the application of various therapeutic interventions to treat injury and disease. The use of rehabilitation equipment and exercises, and appropriate therapeutic modalities associated with the rehabilitation of athletic injuries will be discussed.

Prerequisites: ATHT 304, HLTH 300

ATHT 306

Therapeutic Exercise in Athletic Training

Two Credits – lecture

One Credit – laboratory

The use of rehabilitation equipment and exercises associated with rehabilitation in athletic injuries. The student will also use evaluation devices such as a goniometer, girth testing, gait analysis, muscle testing, joint mobilization, and proprioceptive neuromuscular facilitation.

Prerequisites: ATHT 304, HLTH 300

ATHT 307

Principles of Strength Training and Conditioning

Two Credits LA – lecture

One Credit – laboratory

This course takes a multi-faceted approach to the general science of strength training. Topics to be covered include exercise physiological concepts and applications, testing and evaluation, beginning and advanced flexibility and exercise techniques, program design, periodization, aerobic and anaerobic training considerations, nutrition, performance enhancing substances, exercise prescription for the strength athlete, and organization and administration of an

exercise facility. This course will also provide a practical challenge to the student to apply scientific concepts and principles into the development of sports-specific training programs. The student will have the opportunity to create a complex training program for an athlete utilizing the concepts discussed in the course. In conjunction with other classes, students should have sufficient theoretical and practical knowledge to sit for the National Strength and Conditioning Associations (NSCA) Certified Strength and Conditioning Specialist (CSCS) or Certified Personal Trainer (NSCA-PT) exam.

Prerequisites: BIOL 201 & BIOL 202

ATHT 310

Lower Body/Extremity Assessment of Musculoskeletal Injuries

Two Credits – lecture

One Credit – laboratory

This course will provide the student with information on assessment techniques specific to the lower body. The assessment techniques will include material specific to history, observation, palpation, range of motion, and special tests. Also included in the course will be material on neurological and circulatory evaluations for the lower body.

Prerequisites: ATHT 205, BIOL 201 & 202

ATHT 311

Upper Body/Extremity Assessment of Musculoskeletal Injuries

Two Credits - lecture

One Credit - laboratory

This course will provide the student with information on assessment techniques specific to the upper body. The assessment techniques will include material specific to history, observation, palpation, range of motion, and special tests. Also included in the course will be material on neurological and circulatory evaluations for the upper body.

Prerequisites: ATHT 205, BIOL 201 & 202

ATHT 330

Advanced Concepts in Athletic Training

Three Credits – lecture

Detailed coverage of advanced athletic injury evaluation techniques. Emphasis will also be placed on special athletic-related topics, common skin disorders, illnesses, pharmacology, casting and splinting, and youth sports. The laboratory section will coincide with the lecture topics each week. It will allow the student the practical application experience he or she will need to develop competencies in these areas.

Prerequisite: ATHT 205

ATHT 381-382-383-384-385-386-387-388

Athletic Training Internship

One-Two-Three-Four-Five-Six-Seven-Eight Credits

The internship is a professionally oriented experience related to the field of Athletic Training and/or Sports Medicine. Permission of the Program Director of Athletic Training is required.

ATHT 395-396-397-398-497-498

Practicum in Athletic Training I–VI

One Credit each

These Practicum courses are designed to assess student competency and proficiency in the psychomotor skills determined by the NATA Educational Council. The proficiencies will address the areas of risk management and injury prevention, assessment and evaluation, acute care, pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, psychosocial intervention/referral, health-care administration, professional development/responsibilities, and nutritional aspects. In addition, clinical experience in affiliated athletic training settings is required.

Prerequisites: Acceptance into the professional phase of the Athletic Training Education Program; consent of Program Director.

ATHT 400

Athletic Training Administration and Strategies

Three Credits

This senior-level course is designed to present the responsibilities of the athletic trainer as an educator and administrator. This course is a collection of knowledge,

skills, and values that the entry-level certified athletic trainer must possess to develop, administer, and manage a health care facility and associated venues that provide health care to athletes and others involved in physical activity.

Prerequisite: ATHT 104 and acceptance into the professional phase of the Athletic Training Education Program, or permission of Program Director.

ATHT 477

Professional and Ethical Issues in Athletic Training

Three Credits

This is the capping course in Athletic Training. A lecture and discussion-oriented study of current professional topics in athletic training including legal and ethical issues with case studies and problem solving emphasized. This course will also include a research component with an oral presentation.

Prerequisite: Acceptance into the professional phase of the Athletic Training Education Program, or permission of Program Director.

BIOLOGY

BIOL 101

Topics in Biology

Three Credits LA

This course is designed to introduce the non-science major to the major principles in biology and then to utilize these principles to discuss science-related concerns of today's society. *Three-hour lecture.*

BIOL 130

General Biology I

Four Credits LA

This course is designed to introduce science majors to the major generalizations in biology. Topics include the scientific method, the chemical and cellular basis of life, energy transformation, DNA structure and replication, protein synthesis, and cell division. The laboratory will emphasize hands-on exercises including such topics as data analysis, dissection, microbial taxonomy and classification, and cell division. *Three-hour lecture, three-hour laboratory per week.* Offered every fall.

BIOL 131

General Biology II

Four Credits LA

Designed to introduce science majors to fundamental concepts in biology. Topics include: transmission genetics, evolutionary theory, and selected ecological principles along with an examination of science as a process and the distinction between science and religion. The laboratory will emphasize experimental design, genetics, evolution and animal diversity and taxonomy. *Three-hour lecture, three-hour laboratory per week.* Offered every spring.

Prerequisite: BIOL 130

BIOL 201

Human Anatomy and Physiology I

Four Credits LA

This course will acquaint students with the structure and function of the human body with emphasis on coordination and adjustment mechanisms. Specific topics include: tissue types, and the skeletal, muscular and nervous systems. Laboratory exercises are designed to facilitate identification of specific structures and functions in those topics. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.* Offered every fall.

Prerequisite: BIOL 130 and 131

BIOL 202

Human Anatomy and Physiology II

Four Credits LA

This course is a continuation of BIOL 201 and has a greater emphasis on homeostatic imbalances. Specific systems studied in this course include special senses, and the cardiovascular, respiratory, renal and reproductive systems. In laboratory, students will locate and identify specific structures and their functions in those systems. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not

then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.* Offered every spring.

Prerequisite: BIOL 201

BIOL 203

Human Nutrition

Three credits

Dual listed as HLTH 201

Functions and sources of nutrients, dietary adequacy, factors (including health, disease, aging, pregnancy, and exercise) that govern nutrient requirements, energy balance, and weight control. This course is intended for students majoring in biology, biochemistry, athletic training, and other health-related areas.

Prerequisites: BIOL 130-131 and CHEM 131-132, or equivalents

BIOL 211

Plant Biology

Four Credits LA

An introduction to the basic interrelationships of plant structure, function, growth, reproduction, physiology, hormonal regulation and response to external stresses are presented in an evolutionary and ecological context. Plant natural products, along with their poisonous, medicinal and therapeutic active constituents will be covered. The laboratory will introduce knowledge and methodologies from a number of different disciplines to provide students with an experimental approach from the organismal to the molecular level. *Three-hour lecture, three-hour laboratory per week.* Offered every fall..

Prerequisites: BIOL 130 and 131

BIOL 214

Life on Earth

Three Credits LA

A course in biological evolution designed for students not majoring in the sciences. Science as a process and how science differs from religion will be examined. Topics include: Darwin, natural selection and other mechanisms that cause change, evolutionary medicine, how life began, and selected examples of animal evolution and adaptation. *Three-hour lecture per week.*

BIOL 232

Sex, Evolution and Behavior

Three Credits LA

This course is designed for the non-science major and will examine how natural selection influences the evolution of social behavior in animals (including humans). Topics will include: the physiological basis of behavior, the adaptive value of behavior, learning and instinct, mate selection, parental investment, altruism, infanticide, primate behavior, and human sociobiology. *Three-hour lecture per week.*

BIOL 237

Human Biology

Three Credits LA

This is a course in human physiology designed for the non-science major. Students will study how the body works and what causes disease. The class will also examine how current medical research approaches the problem of how to treat or cure a specific illness. Topics will include: the nervous system and brain, the respiratory system, the cardiovascular system, exercise physiology, the digestive system, and the reproductive system. *Three-hour lecture per week.*

BIOL 305

Animal Behavior

Three Credits LA

A study of animal behavior from the ethological perspective. Topics include how behavior evolves, behavior genetics, sexual selection, mate selection, nepotism and inclusive fitness theory, parental behavior, reciprocal altruism, communication, foraging, antipredator strategies, territoriality, homing and navigation, and the history of the study of animal behavior including a review of interactions between learning and instinct. *Three-hour lecture per week.* Typically offered every spring.

Prerequisites: CHEM 131-132 or equivalent and grade of C or higher in BIOL 130 and 131

BIOL 312

Microbiology

Four Credits LA

An introduction to the vast world of bacteria, fungi, protists, and viruses. Topics include microbial morphology, metabolism, and genetics, along with the roles of microorganisms in disease, the environment, and industry. The laboratory is an integral part of this course. The emphasis is on perfecting microbiological techniques and on the isolation and characterization of microorganisms. *Three-hour lecture, three-hour lab per week.* Typically offered every semester.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 315

Immunology

Three Credits LA

A study of the basic principles of the immune response. The cellular and humoral systems will be analyzed. Topic areas to be covered will include: the biology and chemistry of the immune response, complement fixation, immunodiagnoses, immunoassay, immunopathology, autoimmunity, transplant and cancer immunology. *Three-hour lecture per week.* Typically offered every spring.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 320

Genetics

Four Credits LA

A study of transmission, population, molecular, and cytogenetics. Both in the classroom and the laboratory, the emphasis is on reinforcing basic concepts through a study of the classic experiments in genetics as well as current research. *Three-hour lecture, three-hour laboratory per week.* Typically offered every semester.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 321

Evolution

Three Credits LA

An examination of the unifying theory of all biology. Topics include the history of evolutionary thought, microevolution, population genetics, speciation, macroevolution, the origin of life, critical periods in the evolution of life, phylogenetic methods, and Darwinian medicine. In addition, an examination of social Darwinism, scientific creationism, and a review of human evolution and the race concept will illustrate how one's culture and values influence scientific investigations. *Three-hour lecture per week.* Typically offered every fall.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131; BIOL 320 is recommended but not required.

BIOL 325

Histology

Four Credits LA

A study of animal tissue organization and types. Tissue microanatomy and recognition are covered in lectures and through student microscopic study. The techniques of histological procedures are taught in the preparation of permanent slides. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 327

Freshwater Ecology

Three Credits LA

Dual Listed as ENSC 327

See ENSC 327 for course description.

BIOL 340

Comparative Anatomy

Four Credits LA

A comparative study of the organ systems of protochordates and vertebrates. Laboratory includes the dissection of the shark and cat. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for

BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.* Typically offered every spring.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 360

Ecology: Principles & Practice

Four Credits LA

Dual Listed as ENSC 360

Study of interrelationships among organisms and with their environments. Topics include organism responses to physical and chemical conditions, population growth and regulation, intra- and interspecific competition, herbivory, predation, parasitism, mutualism, community structure, ecosystem productivity, nutrient cycling, and decomposition. *Three-hour lecture, three-hour fieldwork/lab per week.* Typically offered every fall.

Prerequisites: Grade of C or higher in BIOL 130 and 131; one semester of college CHEM with Lab; MATH 130. Junior or senior standing recommended.

BIOL 390-391-392

Special Topics in Biology I–II–III

One-Two-Three Credits LA

“Special topics” courses serve as a vehicle by which a school may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: Grade of C or higher in BIOL 130 and 131

BIOL 420

Invertebrate Zoology

Four Credits LA

Invertebrate Zoology focuses on animals lacking backbones, methodologies for their study, and the relationships that invertebrates have with their environments. Groups studied include sponges, mollusks, crustaceans, worms, arachnids, insects (the most diverse of all), starfish & kin. Lectures emphasize morphology, evolution, and ecology. Laboratories include dissections, observations of preserved and living specimens, and collecting field trips. *Three-hour lecture, three-hour field work/lab per week.*

Prerequisite: Grade of C or higher in BIOL 130 and 131

BIOL 421

Parasitology

Four Credits LA

A study of the biology of parasites of man and other vertebrates. Discussion will include types of parasites, life cycles, pathology caused by parasitism, cure and treatment, and the social and economic impact of parasitism. Laboratory work will study the parasite from slide preparations. *Three-hour lecture, three-hour laboratory per week.* Typically offered every spring.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131

BIOL 430

Developmental Biology

Four Credits LA

Basic principles of developmental biology, the process by which a fertilized egg divides and gives rise to all of the specialized cells and complex structures of an adult, multi-cellular organism. Lectures will emphasize the molecular, cellular, and genetic basis of animal development including topics such as sex determination, fertilization, early embryogenesis, stem cells, cell signaling, and cancer. Laboratory exercises explore both classical embryology and developmental genetics/genomics in model organisms such as amphibians, chicks, fruit flies and nematodes. *Three-hour lecture, three-hour laboratory per week.* Typically offered every fall.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor; BIOL 320 is recommended but not required.

BIOL 435

Plant Physiology

Four Credits LA

An advanced study of the dynamic processes of growth, metabolism, and reproduction in living plants. Topics will include enzyme kinetics; gene expression and protein turnover; water relations; nutrition; physiological and ecological considerations of photosynthesis; stress physiology; secondary defense metabolites; response of herbivores to toxic secondary compounds; physiology and biochemistry of hormones; development and biochemistry and physiology of phytochrome. Lecture topics are supplemented with weekly laboratory experiments, giving students an in-depth understanding of concepts and hands-on experience in modern laboratory techniques. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: BIOL 211 and CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor.

BIOL 440

Vertebrate Physiology

Four Credits LA

Basic principles of general animal physiology emphasizing integration of organ system functions to maintain the individual under varying conditions. Control by the nervous and hormonal systems connect all topics which will emphasize human physiology. Topics with special emphasis will include: physiology of excitable cells, muscle physiology, circulation, respiration, fluid and ion balance, and nutrient processing. The laboratory will emphasize experimentation, data analysis, and professional writing. Offered every fall. Students may take BIOL 201 and BIOL 202 or BIOL 340 and BIOL 440. Students who receive credit for BIOL 201 and/or BIOL 202 may not then take BIOL 340 and/or BIOL 440, and students who receive credit for BIOL 340 and/or BIOL 440 may not then take BIOL 201 and/or BIOL 202. *Three-hour lecture, three-hour laboratory per week.* Typically offered every fall.

Prerequisites: CHEM 131-132 or equivalent and a grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor. A course in physics is recommended but not required.

BIOL 450

Biotechnology

Four Credits LA

An intensive laboratory course covering both basic and advanced techniques in biotechnology. Subcloning, gel electrophoresis, and polymerase chain reaction (PCR) will be emphasized. Other techniques will be covered, such as sequencing, DNA and protein blotting, protein isolation, and bioinformatics. Students will apply their skill to a group project. Students will also learn how to find employment or graduate programs in molecular biology. The hands-on advanced nature of this course demands a substantial time commitment outside of normal lecture/lab hours. *Three-hour lecture, three-hour laboratory per week.* Typically offered every spring.

Prerequisites: CHEM 211-212 and CHEM 215-216 or CHEM 201-202, and grade of C or higher in BIOL 130 and 131, and junior/senior status, or permission of instructor.

BIOL 477

Capping Course

Three Credits LA

A capping course required for all Senior Biology, Biomedical Science and Biology Education majors. Topics vary. Offered every semester.

Prerequisites: Senior status and a minimum of seven BIOL credits at the 300-400 level.

BIOL 480-483

Research I-II-III

One – Three Credits

These courses offer the student the opportunity to conduct research in biology under the direction of a faculty member. One week prior to the last scheduled class day of the semester the student presents a written report to their faculty mentor and the Biology Chairperson. Each individual student will also present a public seminar on campus at the end-of-semester Biology Student Research Symposium.

Prerequisite: Permission of the Biology Chairperson

BIOL 493

Molecular Biology

Four Credits LA

This course is designed to introduce students to the behavior of molecules in cellular systems as well as diversity in gene expression via the processes of DNA, RNA, and protein synthesis. Students will participate in an intense weekly analysis of research papers from the current molecular literature. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: BIOL 320, and either CHEM 201-202 OR CHEM 212 and 216, and junior/senior status, or permission of instructor.

BIOL 494-498

Biology Internship

One – Three Credits

The internship is designed to be a pre-professional work-related experience at an off-campus location. The student intern will be supervised by an on-site professional and by the Biology and Biomedical Sciences Internship Coordinator. Internships must be approved by the Internship Coordinator and Career Services prior to their commencement. Forty-five hours per credit and completion of a journal.

Prerequisites: Second semester sophomore standing, a minimum science GPA of 2.7, CHEM 131-132 or equivalent, and a grade of C or higher in BIOL 130 and 131.

BUSINESS ADMINISTRATION

BUS 100

Introduction to Business and Management

Three Credits

This course introduces students to the world of business and the practice of management. It is designed to be an interactive and lively experience that provides the student a basic understanding of organizations, managers, business, and themselves. Students will learn to see and analyze an organization as a complete and integrated system. We will cover the dynamic world of business, the nature of managerial work, the history of managerial thought, planning and decision making, organization structure and design, individual responsibility, and the nature of careers in today's business environment. Students will be challenged to think critically and discuss the implications of organizational action. Offered every semester.

BUS 120

Financial Literacy

One credit

This course is intended to make basic financial topics accessible to non-finance majors. It focuses on bank accounts, borrowing, budgeting, planning, investing, saving for retirement and taxes. At the end of the course, the student will have a working knowledge of these financial components. Offered every semester.

BUS 202

Global Business & Society

Three Credits

This course introduces the student to the global business environment, with particular attention given to the advantages and disadvantages of the corporate form of organization. A major emphasis will be on social, political, and cultural forces influencing global business decisions and operations; ethical challenges in the global marketplace; and other current issues such as diversity, technology, and concern for the physical environment. Offered every semester.

BUS 301

Human Resource Management

Three Credits

This course encompasses the recruitment, selection, development, and utilization of any organization's most costly resource: its employees. In addition, organization rewards systems, health and safety, and labor relations will be covered as they affect employees in organizations. The purpose of this course is to introduce the student to the field, and help the student understand the importance of human-resource management in reaching organizational goals. Offered every semester.

Prerequisite: BUS 100 or ACCT 204

BUS 302

Organizational Behavior

Three Credits

This course provides a foundation for understanding organizational behavior at the individual, group, and organizational level. The course will familiarize students with research, theories, models, concepts, and contemporary issues in the field. This course will emphasize active learning and skill development structured around the conceptual content of the course. Offered every semester.

Prerequisite: BUS 100 or ACCT 204

BUS 319

Ethical Decision Making in Business

Three Credits

This course will expand upon the student's knowledge of theoretical ethics by applying these concepts to decision-making in organizations. Students will learn to evaluate ethical dilemmas set in the context of business organization and other socially relevant situations via vigorous in-class debate and interaction. Students will have an opportunity to develop critical analytic skills; persuasive argument development; oratory talents; and adaptability in ever changing, challenging situations.

BUS 320

Financial Management

Three Credits

An introduction to the major topics in corporate finance. The course examines the time value of money, capital budgeting, financial analysis and forecasting, stock valuation, bond valuation, and the financial markets. Offered every semester.

Prerequisites: ACCT 203, MATH 130 or MATH 330, ECON 103 and ECON 104

BUS 340

Marketing Principles

Three Credits

An introductory course examining the role of marketing in organizations. Topics include an understanding of the process of environmental analysis, marketing-information management, and market research; consumer and business buying behavior, segmentation, target-market selection, and positioning in marketing-mix decisions. Marketing-mix decisions (including product management, new-product development, pricing, distribution, and marketing-communications strategies) will be discussed in view of global market forces and a globally competitive environment. The importance of awareness of legal and ethical aspects of marketing decisions will be addressed. Students will be exposed to some of the unique problems of marketing, including its place as an organization's contact with the wider social fabric; its ethical considerations; increasing globalization; and rapid technological change. Offered every semester.

Prerequisites: ECON 103 or 150; and BUS 100 or ACCT 204

BUS 364

Entrepreneurship

Three Credits

This course focuses on entrepreneurship concepts and generally examines topics such as developing successful business ideas and creating, managing and growing an entrepreneurial firm. Topics related to developing successful business ideas may include: recognizing opportunities and generating ideas; conducting a feasibility analysis; writing a business plan; conducting an industry and competitor analysis; and developing effective business models. Topics related to creating an entrepreneurial firm may include: preparing a proper ethical and legal foundation; assessing the new venture's financial strength; assembling the new venture management team; and getting financial backing. Topics related to managing and growing an entrepreneurial firm may include: generating unique marketing ideas; dealing with intellectual property; analysis and preparation for growth; growth strategies; and franchising.

Prerequisites: BUS 100, Junior or Senior standing

Recommended: BUS 340, ACCT 204, BUS 386, and CMPT 105

BUS 380

Business Law I

Three Credits

Dual listed as PRLG 380

Designed to cover fundamental legal principles applicable to common business transactions; the nature and function of law; court procedure; the law principles pertaining to contracts, agency, and property.

BUS 381

Business Law II

Three Credits

Dual listed as PRLG 381

A continuation of Business Law I. This course covers the law of sales of goods, commercial paper, bank transactions, and secured transactions under the Uniform Commercial Code (which now includes the CCISG for international sale of goods). As time permits, other topics are also covered, such as corporations: formation, capitalization, and control; partnerships; and insurance.

Prerequisite: BUS 380

BUS 382

Legal Foundation of Business

Three Credits

This course provides a foundation for understanding our legal system and how this system supports U.S. and global business practices. In addition, students learn basic concepts of contract law, property law, tort law, and administrative law, and are introduced to issues being raised by globalization and e-commerce. Offered every semester.

BUS 388

Operations Management

Three Credits

Topics common to both production and service operations are emphasized. Includes quantitative decision-making techniques; forecasting; various planning techniques involved in capacity, location, and process; resource and materials planning; and the design of job and work measurement systems. Also included are inventory systems and models, materials management, and quality-control methods. Offered every semester.

Prerequisites: MATH 115 or MATH 241; and MATH 130, ACCT 204 (can be taken as a corequisite)

Recommended: ECON 103, ECON 104

BUS 401

Compensation Administration

Three Credits

This course is designed to introduce students to the basic concepts of compensation including: motivation, job analysis, job evaluation, compensation survey design, merit pay, pay-plan design, benefits, and pay-plan administration. Wage theories are analyzed with consideration to legislation and management wage policies. Offered every fall.

Prerequisites: BUS 100 and BUS 301

BUS 402

Labor Relations

Three Credits

A study of the labor movement in the United States and other countries, with emphasis on the three essential processes of collective bargaining: organizing employees, negotiating, and administering a labor contract. The course includes an examination of labor law, the role of the National Labor Relations Board, public-sector bargaining, and selected contract issues. Offered every fall.

Prerequisites: BUS 100, BUS 301, ECON 103, ECON 104

BUS 410

Employment and Development

Three Credits

This course focuses in detail on a number of key elements in Human Resource Management including training, career management, and personnel and organizational development. The course enables students to engage in career planning and development as well as individual and organizational training. Offered every spring.

Prerequisites: BUS 100, BUS 301

BUS 413

Advanced Topics In Human Resource Management

Three Credits

This course provides an in-depth examination of the role of Human Resource Management as a strategic business partner and source of competitive advantage. This includes examination of methods for assessment, development and utilization of the human capital of the firm. It will explore analytic approaches, metrics, and outcome measures used to guide and support actions associated with a firm's

strategy. In addition, Human Resource Information Systems as mechanisms to link goals to outcomes and manage large human resource programs and projects will be explored. Offered every spring.

Prerequisites: BUS 100, BUS 301

BUS 420

Investment Analysis

Three Credits

An analysis of financial securities and financial markets including the linkage of the stock market and the futures market, the selection of individual securities, and the formation and management of portfolios. The course examines modern portfolio theory and its application from the point of view of an institutional portfolio manager and an individual investor. Both fundamental analysis and technical analysis are covered in the course. Offered every semester.

Prerequisites: BUS 320, ACCT 330, and either MATH 115 or 241

BUS 421

Corporate Finance

Three Credits

A further study of the major topics in corporate finance with emphasis on risk, capital structure, capital budgeting, dividend policy, derivatives, and international finance. Students employ computer spreadsheets to integrate corporate financial theory. Offered every semester.

Prerequisites: BUS 320, and either MATH 115 or MATH 241. The faculty recommend that students take BUS 421 immediately after BUS 320.

BUS 426

Investment Practicum: Equities

Three Credits

This is an experiential practicum, where students learn by doing. The course is focused around the management of The Greystone Equity Fund, a \$100,000 (actual dollars) Student Managed Investment Fund. Students will identify and research stocks that are potential investments for the Fund, will prepare written analyst research reports, and will present their recommendations to the class. Students are also responsible for monitoring and rebalancing the portfolio, subject to constraints laid out in the Investment Policy Statement, for reporting on the risk and performance of the portfolio, and will publish a Semi-Annual Report for the Fund.

BUS 427

Investment Practicum: Fixed Income

Three Credits

This is an experiential practicum, where students learn by doing. The course is focused around the management of The Greystone Equity Fund, a \$100,000 (actual dollars) Student Managed Investment Fund. Students will identify and research fixed income instruments that are potential investments for the Fund, will prepare written analyst research reports, and will present their recommendations to the class. Students are also responsible for monitoring and rebalancing the portfolio, subject to constraints laid out in the Investment Policy Statement, for reporting on the risk and performance of the portfolio, and will publish a Semi-Annual Report for the Fund.

BUS 430

International Trade Management

Three Credits

This course focuses on the legal, cultural, ethical, political, and business framework within which international trade takes place. Within this larger framework, the specific mechanisms involved in exporting and importing, particularly as conducted by small- to medium-sized enterprises, are an important sub-focus. Areas to be studied include forms of business available for international trade (including strategic alliances, multinational operations, import and export brokers, and others); relationships between businesses and governments; strategic choice of mode of entry into the foreign market; political risk; international legal environment; trade financing; the European Community; NAFTA; the impact of cultural differences on trade relationship formation and maintenance; culture as a source of competitive advantage; and ethical problems. Students are required to do a term paper which involves international research (including research on-line) and analysis of the entire international trade

framework for a chosen foreign country from the point of view of a medium-sized U.S. exporter.

Prerequisite: BUS 100 or ACCT 204

Recommended: BUS 382, ECON 442

BUS 440

Marketing Communications

Three Credits

This course examines the full range of marketing-communication techniques, including advertising, personal selling, sales promotion, public relations, and point of purchase. Taking an integrated marketing-communications approach, the course emphasizes assessing an organization's external environment (economic, social, political/legal, technological) to determine appropriate mechanisms to reach targeted consumers. The legal and ethical implications of marketing decisions and practices, including deceptive advertising and unsubstantiated claims by advertisers, are addressed, as are topics of current interest such as global communications, globalization of markets, and the use of the World Wide Web as a marketing-communication medium. A term project requires development of communication strategies, and involves research both in the library and on the Web.

Prerequisites: BUS 100 or ACCT 204, BUS 340

BUS 441

Marketing Research

Three Credits

This course focuses on the importance of establishing formal information links between an organization and its markets, and on identifying what those information needs are. Topics covered will include the importance of primary and secondary research in marketing-decision making; sources of secondary data; development of plans for research; selection of appropriate data-gathering methods; construction of data-gathering instruments; development of a sample plan, and analysis and interpretation of the resulting information. The importance and the uses of marketing-information systems within the organizational structure will be stressed. The ethical implications of using humans as research subjects will be considered, as will the need to draw honest and accurate conclusions from sample data. Computerized data-gathering and analyzing programs (such as SPSS or Excel) will be used. Constraints and limitations of using sophisticated research tools in global marketing-research efforts will be discussed.

Prerequisites: BUS 100 or ACCT 204, BUS 340, MATH 130

BUS 442

International Marketing

Three Credits

The objectives of this course are to develop an understanding of marketing management across national boundaries, including development of marketing strategies in view of cultural, geographical, political, economic, and technological diversities. Various elements of marketing mix including adjustment and/or development of products, pricing, distribution, and promotion, including export-based entry modes and channels, will be discussed. Students will learn to make strategic decisions by developing and applying analytical skills in actual situations via case studies. A term project will require library research and decision making.

Prerequisites: BUS 100 or ACCT 204, BUS 340, BUS 382

BUS 450

Marketing Policies & Problems

Three Credits

Restricted to seniors. This course brings together all the pieces of the marketing discipline, integrating them with the other functional areas of business. Students learn to analyze the external environmental forces of business (including ethical, social, cultural, demographic, technological, competitive, ecological, and regulatory) affecting ability to compete in the global marketplace. Using strategy-development tools such as portfolio models, the profit-impact model, input-output analysis, contribution-margin analysis, market position, product life-cycle analysis, and experience-curve effects, students learn to make short-term tactical and longer-range strategic recommendations. The case-study approach is used, emphasizing businesses with a global orientation and firms in industries with global market scope. Quantitative and qualitative analytical skills are developed and used. A term project requires library and web search/

research. A fuller understanding of the place of marketing within the firm and its interactions with the larger societal setting should result.

Prerequisites: BUS 440 or BUS 441; and senior standing

BUS 477

Management Strategy and Policy

Three Credits

Restricted to seniors. An integrative course to fulfill the “capping requirement.” It draws on all the functional areas of management, related field requirements, and core studies. The purpose is to engage the student in the process and content of strategic management and planning. External, industry, and internal environmental analytic techniques are employed in crafting firm strategy and creating sustainable competitive advantages in a hyper-competitive, global business community. Additional topics include competitive intelligence, strategic implementation, and managerial evaluation. Offered every semester, but more sections offered in the spring.

Prerequisites: BUS 301, BUS 302, BUS 320, BUS 340, BUS 388; and senior standing

CAREER DEVELOPMENT

CRDV 100

Employment Practicum

One Credit

At the end of this course the student will have completed a profile of tools and information with which to conduct a search for internships or full-time jobs. The course seeks to develop an understanding of HR/employment practices as students develop practical skills to facilitate their individual success including: writing effective resumes, preparing job search correspondence, improving interview skills, networking and job prospecting and using Internet resources to land internships and jobs. This course is primarily taught via iLearn. Most sections incorporate 3 in-class sessions; however, they can be adapted for study abroad or distance learning.

CRDV 105

Career Planning and Decision Making

One Credit

Students explore majors and careers as this course seeks to develop and strengthen a student’s ability to utilize self-assessment, critical thinking, and research techniques to define personal characteristics, identify and research career options, and develop an understanding of labor market trends and forecasting. The emphasis is on making an informed decision about choice of major and career. This course combines in-class sessions with some assignments on the Internet and resources on iLearn.

CATHOLIC STUDIES

CAST 200

Catholic Studies I: Medieval Europe

Three Credits LA

Dual listed as HIST 248

See HIST 248 for course description.

CAST 201

Catholic Studies II: The Catholic Church in Modern Times

Three Credits LA

Dual listed as HIST 255

See HIST 255 for course description.

CAST 202

Catholic Thought and Spirituality

Three Credits LA

Dual listed as REST 243

See REST 243 for course description.

CHEMISTRY

CHEM 101

Introduction to Chemistry

Three Credits LA

A basic introduction to chemistry emphasizing the language of chemistry, its fundamental concepts, and development of problem-solving skills. This course provides appropriate background for students with insufficient preparation in high school chemistry who may wish to take General Chemistry I-II. *Two lectures per week.*

CHEM 102

Introduction to Chemistry Lab

One Credit LA

One-credit course designed to inculcate accepted laboratory procedures with regard to safety, techniques, measurement, and reporting of results. *One three-hour laboratory per week*

CHEM 131

General Chemistry I: Introduction to Inorganic Chemistry

Four Credits LA

An introduction to the fundamental theories of inorganic chemistry including the structure of atoms, electronic structure, bonding, reactions in aqueous media, gas behavior, intermolecular forces, and properties of solutions. The laboratory course demonstrates the lecture material and emphasizes laboratory technique, data treatment, and report writing. *Two lectures, one recitation, and one three-hour laboratory per week.*

CHEM 132

General Chemistry II: Introduction to Physical Chemistry

Four Credits LA

An introduction to the principles of physical chemistry beginning with chemical thermodynamics and working through reaction rates, equilibrium, acid-base chemistry, electrochemistry, and nuclear chemistry. The lecture and laboratory components of this course are designed to complement each other. Lecture presents background theory while laboratory emphasizes application of theoretical concepts to hands-on discovery. *Two lectures, one recitation, and one three-hour laboratory per week.*

Prerequisite: CHEM 131

CHEM 201

Introduction to Organic Chemistry

Three Credits LA

This one-semester course is designed to give biology, environmental science, and medical technology students who are not oriented toward graduate school or medical school a basic understanding of the principles of organic chemistry. *Two lectures per week.*

Prerequisites: CHEM 131-132

CHEM 202

Introductory Organic Chemistry Laboratory

One Credit

Designed to accompany CHEM 201. Topics include separation techniques, physical and chemical properties of organic compounds, and an introduction to infrared and nuclear magnetic resonance spectroscopy. *One three-hour laboratory per week.*

Pre- or Corequisite: CHEM 201

CHEM 211-212

Organic Chemistry I–II

Three Credits each LA

This is a two-semester introductory course in organic chemistry. CHEM 211-212 is designed to provide the student with a thorough understanding of the structures, properties, and reactions of organic molecules. The topics of stereochemistry, stability, spectroscopic analysis, reaction mechanisms, and multistep synthesis are emphasized throughout the course. *Two lectures plus one recitation per week.* *Prerequisites:* Grade of C or higher in CHEM 131 and CHEM 132; successful completion of CHEM 211 is a prerequisite for CHEM 212

CHEM 215-216

Organic Chemistry Laboratory I–II

One Credit each LA

This is a two-semester laboratory course designed to accompany the year-long organic chemistry lecture course (CHEM 211-212) that provides students with hands-on experience. Students will learn a variety of important organic chemistry laboratory techniques in the context of purification and purity assessment, and these techniques are integrated into future labs of increasing complexity. Students will carry out selected reactions studied in lecture, with an emphasis on the purification and characterization of products. Scientific writing is emphasized throughout. *Three-hour laboratory per week.*

Prerequisite: CHEM 215 (for CHEM 216)

Corequisite: CHEM 211 (for CHEM 215); CHEM 212 (for CHEM 216)

CHEM 309

Environmental Chemistry Laboratory

One Credit LA

Dual listed as ENSC 309

See ENSC 309 for course description.

CHEM 310

Environmental Chemistry

Three Credits LA

Dual listed as ENSC 310

This course includes detailed coverage of water, soil, and air environments. It is designed to provide the student with an understanding of the reactions, transports, and effects of naturally occurring chemical systems. The major anthropogenic pollutants and their effects upon the environment will also be studied. *Two lectures per week.* Offered when sufficient student demand exists.

Prerequisite: CHEM 201 or 211

CHEM 355

Analytical Chemistry

Four Credits LA

An introduction to the theory and application of analytical chemistry. The course will introduce concepts of sampling, sample preparation, classical and instrumental methods of analysis, statistical analysis of data, and communication skills. The theory of analytical methods will apply and extend general chemistry knowledge while instrumental methods and concepts will be introduced. The laboratory component will focus on good laboratory techniques, achievement of good accuracy and precision, correct procedure for maintaining a notebook, data analysis, and communication of results. *Two lectures plus one three-hour laboratory per week.*

Prerequisites: CHEM 131-132

CHEM 361

Thermodynamics & Kinetics

Three Credits LA

Treatment of the laws of thermodynamics and the thermodynamic state functions. Application of thermodynamic principles to chemical systems. Methods of analysis and interpretation of chemical kinetic data, and a study of reaction mechanisms and elementary kinetic theories. Some special topics like computational reaction dynamics, surface properties of materials, etc. *Two lectures per week.*

Prerequisites: CHEM 131-132, PHYS 211-212, or permission of instructor

Pre- or Corequisite: MATH 242

CHEM 362

Quantum and Statistical Mechanics

Three Credits LA

An examination of the transition from classical to wave mechanics and a treatment of the postulates of wave mechanics and their application to simple systems. Wave mechanical studies of atomic and molecular structures, spectra, and photochemical processes. Some special topics like computational chemistry, solid-state chemistry, etc. *Three-hour lecture per week.*

Prerequisites: CHEM 131-132 and PHYS 211-212, or permission of instructor

Pre- or Corequisite: MATH 242

CHEM 365

Experimental Physical Chemistry: Thermodynamics & Kinetics

One Credit LA

Application of the theoretical ideas presented in CHEM 361 in the laboratory. This half-semester course focuses on experimental determination of physical properties such as heat capacity and reaction rates. Emphasis on written and oral presentation of ideas. *One four-hour laboratory per week.*

Pre- or Corequisite: CHEM 361

CHEM 366

Experimental Physical Chemistry: Quantum & Statistical Mechanics

One Credit LA

Application of the theoretical ideas presented in CHEM 362 in the laboratory. This half-semester course focuses on spectroscopic and computational determination of quantum mechanical properties of small molecules. Emphasis on written and oral presentation of ideas. *One four-hour laboratory per week.*

Pre- or Corequisite: CHEM 362

CHEM 376

Research Methods in Chemistry I

Four Credits LA

This course serves as a formal introduction to the tools of chemical research and is aimed at students in the spring semester of their junior year. The material will cover the correct procedure for maintaining a laboratory notebook, experimental design, statistical treatment of results, methods for performing literature searches, critical review of literature, as well as various scientific writing and communication skills. The course also includes a project component which will serve as the basis for many of the assignments. The project must include a significant analytical chemistry component or the agreement of a faculty member to act as an advisor. *Two lectures plus one three-hour laboratory per week.*

Prerequisites: CHEM 355, CHEM 212, and CHEM 216

CHEM 420

Biochemistry I

Three Credits LA

A study of the structure and function of molecules of biological significance, intermediary metabolism, the role of enzymes, and of the biochemistry storage, replication, and transmission of genetic information. *Two lectures per week.*

Prerequisites: CHEM 211-212

Recommended: BIOL 130-131

CHEM 421

Biochemistry II

Three Credits LA

Continued consideration of metabolism and the biochemistry of genetic information. Discussion of selected topics, including mechanisms of membrane transport, hormone action, and neurotransmission. *Two lectures per week.*

Prerequisite: CHEM 420

CHEM 423

Biochemistry Laboratory I

One Credit LA

A laboratory course designed to expose students to basic biochemical techniques. Topics include the analysis of amino acids, carbohydrates, and lipids, as well as enzyme assay, protein purification, and electrophoresis. *One three-hour laboratory per week.*

Prerequisites: CHEM 211-212-215-216

Corequisite: CHEM 421

CHEM 424

Biochemistry Laboratory II

One Credit LA

A laboratory course, continued from CHEM 423, designed to expose students to basic biochemical techniques. Topics include cellular metabolism, proton transport, nucleic acid composition and manipulation, advanced aspects of protein purification, and characterization and application of on-line biochemistry resources. *One three-hour laboratory per week.*

Prerequisites: CHEM 420 and CHEM 423

Corequisite: CHEM 421

CHEM 430

Advanced Inorganic Chemistry

Three Credits LA

An advanced treatment of special topics in inorganic and transition metal chemistry. *Two lectures per week.*

Prerequisites: CHEM 361-362 or permission of instructor

CHEM 431

Advanced Inorganic Chemistry Lab

Two Credits LA

This laboratory course will provide experience with the synthesis and characterization of inorganic compounds, as well as the study of how organometallic compounds can be used in organic synthesis. In the process, a variety of advanced laboratory techniques will be explored and hands-on experience with modern instrumentation will be obtained. *One four-hour laboratory per week.*

Prerequisites: CHEM 365-366

CHEM 440

Advanced Organic Chemistry

Three Credits LA

This course is designed to give students in-depth experience with a variety of selected topics in organic chemistry, building off a solid foundation gained in CHEM 211-212. The focus will be on organic synthesis (modern methodology, multistep synthesis, and retrosynthetic analysis), reaction mechanisms, and structure determination by spectroscopic methods. *Two lectures per week.*

Prerequisites: CHEM 211-212

CHEM 460

Polymer Chemistry

Three Credits LA

This course demonstrates to the student how to apply the basic principles of organic and physical chemistry to the understanding of the physical properties of polymers. This involves impressing upon the student the role that statistics and conformations of polymers plays in the correlation of molecular architecture and physical properties. *Two lectures per week.*

Prerequisites: CHEM 211-212

Pre- or Corequisite: CHEM 361

CHEM 475

Research Methods in Chemistry II

Two Credits LA

During this course the student will perform independent research under the direction of faculty mentor(s). The preliminary proposal will be prepared and approved in CHEM 376. Part of the preparation will be an agreement with a faculty member to serve as mentor, a plan to obtain equipment and supplies, and a reasonable timetable for completion of work.

Prerequisite: CHEM 376

CHEM 476

Research Methods in Chemistry III

One Credit LA

During this course the student will write a paper and orally present the results from the independent research performed in CHEM 475. Each student will present the paper at Marist with the other course participants, and subject to available funds, will also be expected to present either a talk or a poster at an external undergraduate research forum.

Prerequisite: CHEM 475

SCI 477

Science, Medicine & Ethics

Three Credits LA

The course addresses the moral implications of some of the recent advances in science and medicine. Major ethical approaches to making responsible decisions are explained by the case-study method.

Prerequisites: PHIL 200 and senior status, or permission of instructor

CHINESE

CHIN 101-102

Elementary Chinese I & II

Three Credits each LA

The elements of basic Chinese (Mandarin) pronunciation, reading, and writing with an emphasis on communication. Through the language study, the student is introduced to the Chinese culture. Mastery of the tonal aspect of the language requires regular practice with audio and video materials through the Language Center. This practice is a mandatory part of the homework. Closed to students from countries where Chinese is the official language. Offered annually.

CHIN 105-106

Intermediate Chinese I & II

Three Credits each LA

These courses provide further intermediate-level communication skills in spoken and written Mandarin while preparing students to function and communicate more effectively in Modern Standard Mandarin-speaking environments. Students also study strategies for decoding the Chinese language with linguistic overview of more structures and characteristics of Mandarin Chinese. The study of authentic texts and various aspects of Chinese society and culture will also be included. Closed to students from countries where Chinese is the official language. Offered annually when there is sufficient student interest.

COMMUNICATION

COM 101

Public Presentation

Three Credits LA

An introduction to the preparation, presentation, and evaluation of basic speech experiences for small groups, meetings, and mass audiences. The integration of content, physical performance, and presentation technology is stressed. This course employs peer and, ultimately, instructor evaluations that are based on organization of ideas, development and support of a thesis, verbal and visual aesthetics, and platform performance. Offered in fall and spring.

COM 102

Introduction to Communication

Three Credits LA

This course surveys the theories of communication relevant to all contexts – from conversations between friends and family to presidential town halls on the Internet. It introduces students to essential concepts and fundamental theories that describe the process, function, natures, and effects of communication. Offered in fall and spring.

COM 103

Digital Toolbox

Three Credits LA

Dual listed as MDIA 103

This course provides essential skills in digital media applications including developing text, still and moving images, information graphics, and audio files for Web-based presentation for a wide range of communication professions and serves as a foundation for more advanced courses involving Web-based production. Offered in fall and spring.

COM 107, COM 207, COM 307, COM 407

Special Topics in Communication

Three Credits each LA

Identifies and explores a topic or theme in communication not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered as and when necessary.

COM 200

Communication Research: Strategies and Methods

Three Credits LA

This course introduces students to the practice of communication research in academic and applied settings. The emphasis will be on how to identify, evaluate, and apply research findings to communication needs. It grounds students in

fundamentals of research design and strategy, data gathering, and analysis for a variety of qualitative and quantitative communication research methodologies. Offered in fall and spring.

Prerequisite: COM 102

COM 203

Interpersonal Communication

Three Credits LA

An examination of the ways in which people communicate through verbal and nonverbal symbols, the processes by which the receiver interprets messages, the effects of communication upon relationships, and the environmental and cultural conditions that affect communication. Intrapersonal and interpersonal communication are studied to help the student improve his or her own skills and to provide a foundation in basic communication theory. Offered in fall.

Prerequisite: Sophomore standing

COM 204

Argumentation and Debate

Three Credits LA

A student enrolled in this class will learn how to formulate and analyze propositions, develop and conduct strategies for research, organize and analyze arguments, prepare cases, and evaluate support for arguments. Students will also learn techniques for the presentation of arguments in formal contexts and techniques for cross-examination. Offered as and when necessary.

COM 211

Fundamentals of Public Relations Theory & Practice

Three Credits LA

This course is designed to help students develop an understanding of public relations from a theoretical and a strategic management perspective. Specifically, the course will help students trace the history and development of the field; critically assess the role of public relations in modern societies; develop an understanding of theoretical concepts and practical techniques of public relations in interpersonal and organizational communication; and evaluate the relationships between public relations, journalism, advertising, marketing, and other communication disciplines in modern societies. Offered in fall and spring.

Prerequisite: COM 102

COM 212

Public Relations Writing Tools

Three Credits LA

This course introduces students to the theory, strategy and practical writing skills associated with entry-level public relations practice. Students will be exposed to different forms and styles of public relations writing and how these communication activities are guided by theory. Students will also gain an understanding of message development, placement and evaluation, particularly as they relate to various communication media. By the end of this course, students will have created a portfolio of professional writing samples. Offered in fall and spring.

Prerequisite: COM 102

COM 220

Principles of Strategic Advertising

Three Credits LA

This course is designed to educate students about the evolving field of strategic advertising. As the foundation course for the concentration, it combines practical application with the strong theoretical underpinnings that inform and guide practice. Specifically, this course will help students understand how advertising has evolved throughout history and its current role in integrated marketing communication (IMC). In addition, students will explore the key elements involved in developing successful strategic advertising campaigns through hands-on projects and activities. Lastly, students will learn the critical management skills needed to succeed in this field, such as project management, client service and expository/persuasive business communication. Offered in fall and spring.

Prerequisite: *Writing for College, Sophomore Standing*

COM 236

News Editing

Three Credits LA

This course introduces students to the principles and practice of editing for both print and digital formats. Students will learn to improve copy by strengthening writing clarity, cohesion, and organization. They will learn to write headlines and news photo cutlines, to design and lay out pages, and to use typography effectively. Offered in spring and as necessary.

Prerequisite: COM 242. May be taken concurrently with COM 103.

COM 242

Introduction to Journalism

Three Credits LA

The purpose of this course is to develop an understanding of the philosophy, purpose, and function of news media in a democratic society. Students will be introduced to a range of core themes, including identifying story ideas, researching information, evaluating sources, interviewing, writing, and editing. Students will also be introduced to the fundamental ethical and legal concepts that underpin newswriting. Offered in fall and spring.

Prerequisites: ENG 120 or ENG 117, COM 102, and sophomore standing.

COM 243

Journalism Skills

Three Credits LA

This course introduces students to the tools and skills needed to engage in quality journalism with audio and video in broadcast and multimedia environments. Emphasis is in mastering technical and aesthetic aspects of digital media. This course is ultimately intended to give students the technical ability to engage in citizen or one-man-band journalism, in which the journalist acts as reporter, videographer, editor, and publisher, as well as give students insight into what they may expect as entry-level employees in the “real world.”

Prerequisite: COM 103

COM 260

Sport, Culture, and Communication

Three Credits LA

Examines the vital role of sport in communicating cultural norms and values in society. First, the history of the cultural importance of sport will be examined. Subsequent course work will allow students to take a critical look at the role of sport in society. Topics covered range from sport and race to the nationalistic function of sport. Speakers from various disciplines will help underscore the vast societal impact of sport. Offered in fall.

Prerequisites: Sophomore standing and COM 102

COM 285

Broadcasting

Three Credits LA

Introduces the student to the forms, functions, and contents of radio and television in society. The historical contributions, the social implications, the entertainment value, and the regulatory limitations on broadcasting as an industry and public service are all investigated. Contemporary research issues and the impact of new technologies are discussed. Offered as and when necessary.

Prerequisite: Sophomore standing

COM 300

Mass Communication Law

Three Credits LA

This course will review major legal issues affecting mass communication. Issues discussed will include the following: First Amendment freedoms, libel/slander, rights of privacy and the media, the conflict between free-press and fair-trial considerations, obscenity, regulations specifically relating to broadcasting and the Federal Communication Commission, regulations specifically relating to advertising, and copyright laws. Major cases pertinent to each topic will be studied in an attempt to help the student understand why the law is as it is. Ethical considerations will be discussed throughout the course. Offered as necessary.

COM 301

Small Group Communication

Three Credits LA

An investigation of the theories and processes of communication within small groups. Students work in small groups to integrate theory with experience. Offered in spring.

Prerequisite: COM 203

COM 302

Persuasion

Three Credits LA

A study of contemporary theories of persuasive message design in mediated and interpersonal contexts. The course examines the roles played by language, culture, message content, and media in persuasion. Students analyze a variety of persuasive artifacts, learn how to detect deception, and learn how to construct effective persuasive messages. Offered in spring.

Prerequisite: ENG 120 or ENG 117

COM 304, COM 402

Seminar in Communication

Three Credits each LA

Advanced study in communication. Offered as and when necessary.

COM 305, COM 403

Independent Research in Communication

Three Credits each LA

Directed independent study and research under the supervision of a faculty member. Offered as and when necessary.

Prerequisites: Permission of instructor and Dean

COM 306, COM 308, COM 309

Internship in Communication

One, Three, or Six Credits each

Designed to be a professional work-related experience. Provides the student with a practical, hands-on opportunity to apply theory in a professional work setting. Seminar meetings afford students a chance to critically examine the relationship between theory and practice. Successful students will enhance their knowledge of communication theory and skills in a real-life atmosphere under the supervision of practicing professionals in advertising, journalism, multimedia, public relations, radio, television, and film. Offered in fall, spring, and summer. NOTE: Internships carry general elective credit and may not be used to fulfill communication elective requirements.

Prerequisites: Junior standing and permission of Internship Director; CRDV 100N

COM 314

Media Strategy

Three Credits LA

This course will focus on using traditional and new media to develop successful media strategies for all stages of the customer relationship cycle. Students explore media usage habits — what media consumer are using and how they use it — to provide guidance on the best ways to reach and dialogue with new and existing customers. Students learn techniques for developing, measuring and improving multi touch communications strategies for acquiring new customers, retaining existing customers, encouraging repeat purchases and building long-term, profitable relationships. Offered in fall and spring.

Prerequisite: COM 102, and either COM 324 or COM 333

COM 322

Newswriting

Three Credits LA

This course will expand student skills in news reporting and writing. Assignments will provide practice in gathering news, evaluating information, and reporting on more complex issues. Newswriting in this course will move beyond the inverted pyramid style. Students will develop an understanding of the beat system and will practice writing a variety of news feature and analysis stories across multi-media platforms. Offered in fall.

Prerequisites: COM 242, COM 103, and sophomore standing

COM 323

Public Affairs Reporting

Three Credits LA

This course will focus on advanced and specialized public affairs and issues news reporting. Employing sophisticated methods, including public records searches, computer-assisted reporting and archival research, students will develop and polish their reporting and gain a greater understanding of how news is constructed in relation to institutions and people in public life. Offered in spring.

Prerequisites: COM 236, COM 322, and sophomore standing

COM 324

Research and Consumer Insight

Three Credits LA

This course educates students about the function of agency Account Planners. Students learn to uncover and utilize significant consumer insights to develop effective marketing and integrated communication strategies. Students will delve beyond consumer functional needs to understand the consumer's deeper needs. They will learn research techniques that will allow them to probe deeply into consumer motivations and desires. The student will learn how to probe and better understand consumer behavior, using relevant theories in this study of decision making. By the conclusion of class, each student will create and administer an original piece of consumer research, progressing from development through evaluation transforming researching consumer insights into consumer-focused strategy. Offered in fall and spring.

Prerequisite: COM102 and COM 220

COM 325

Intercultural Communication

Three Credits LA

Intercultural Communication provides an overview of the study of communication and culture. Both intracultural (i.e., communication between members of the same culture) and intercultural (i.e., communication between members of different cultures) aspects of communication will be examined. The focus will be upon isolating similarities and differences in intracultural and intercultural communication. Areas studied will include increasing understanding of the relationship between communication and culture; explaining the role of cultural patterns; verbal and nonverbal codes in the development of intercultural relationships; and explaining obstacles. Offered in fall and spring.

Prerequisite: Junior standing

COM 327

Magazine writing

Three Credits LA

This course will explore the techniques used in writing feature articles for magazines. Students will read and write extensively, and practice such writing concepts as voice, tone, character building, dialog, and pacing. Emphasis will be placed on writing for a specific audience and the skills of idea generation and pitch writing, with attention to journalistic ethics. Offered in fall.

Prerequisites: COM 242, COM 103, and sophomore standing

COM 328

Magazine Layout and Design

Three Credits LA

Students will focus on the graphic design and typography issues involved in magazine layout. Students will explore the skills needed to create continuity and variety across a range of pages, present different kinds of information in context-appropriate formats, and develop brand identity and continuity. Students will practice the professional computer design skills needed for page layout and image manipulation. Students will develop a series of professional portfolio pieces including feature layouts, news section layouts and information graphics. Offered in fall.

Prerequisites: COM 242, COM 103, and sophomore standing

COM 329

Creative Problem Solving

Three Credits LA

This course teaches students to use strategic planning and the theories of consumer behavior to creatively solve strategic communication problems through words and images. Students will learn to recognize the insights needed to go from strategy to ideas; to recognize an idea that is a solution to a problem; to

evaluate the execution of the idea and its potential value in solving the problem; and, using that evaluation, to formulate new and better ideas, executions and campaigns. By the end of this course, students create a beginner's portfolio of integrated advertising communication. Offered in fall and spring.

Prerequisite: COM 102, COM 103, COM220, and COM 324

COM 330

Communication Ethics

Three Credits LA

This course addresses the moral uses of communication. It covers the methods of systematic critical evaluation of communications and different philosophical grounds for evaluating the ethics of communication. The resultant framework of ethical values and methods of evaluation is then applied to cases of communication in the following settings: personal relationships; professional relationships; broadcast and print news; computer-information networks; public-relations programs; political campaigns; and the popular entertainment arts of books, music, films, and television. Offered as and when necessary.

Prerequisites: Junior standing, PHIL 300 or PHIL 200

COM 331

Broadcast News Writing

Three Credits LA

This course introduces students to newswriting for radio, television and other audio-visual media. Students will explore and analyze a range of current radio and television newscasts. They will learn to write for the ear and to pair words and pictures effectively. They will learn to select and interview sources for broadcast. Students will also explore the ethical and legal questions unique to these media. Offered in fall.

Prerequisites: COM 242, COM 103, and sophomore standing

COM 332

Producing the Newscast

Three Credits LA

Students will learn how to produce broadcast news packages and stories, exploring both studio and field production. They will learn to recognize and conceptualize professional quality audio and visual news stories, to plan a comprehensive newscast and to write a logical line-up of stories. They will gain experience in reporting on live events and interviews. Offered in spring.

Prerequisites: COM 331, COM 103, and sophomore standing

COM 333

Applied Research and Analytics

Three Credits LA

Students will acquire an understanding of the major approaches informing the study of audience segmentation and analysis. In so doing they will identify the relationship between theory and applied research focusing on academic and professional strategic communication research. Students will also explore the impact of opinions and attitudes on communication messaging and interpretation, and develop the ability to evaluate, analyze, interpret, and present research findings in a theoretically grounded approach to strategic communication. Offered in fall and spring.

Prerequisites: COM 211, COM 200 and sophomore standing or with permission of instructor

COM 341

Press in America

Three Credits LA

This course offers an in-depth examination of the news media and their effect on American society. The course is divided into three sections: The First Amendment and the philosophical roots of freedom of expression; contemporary issues involving press ethics, law, media technology, and economics; and the history of the press in America. Both print and broadcast media are studied. Offered as necessary.

Prerequisite: Sophomore standing

COM 342

Readings in Journalism

Three Credits LA

This course is designed to enhance the student's ability to understand and critically evaluate the news media through a series of readings, including exemplary literary reporting, scholarly and theoretical articles about journalism,

press criticism and notable legal decisions pertaining to the press. Students will learn to become critical consumers of the news and be able to understand the role of the press in society.

COM 345

Photojournalism

Three Credits LA

This course offers an introduction to photojournalism, with training in digital news photography and editing. The course provides experience in shooting and editing news photos, for both digital and online formats. Discussion of appropriate ethical practices in handling digital photos will be covered. Offered in spring.

Prerequisites: COM 242, COM 103, and sophomore standing

COM 346

Radio News I

Three Credits LA

Radio News I is a hands-on course in using sound to convey story. Students will research, record, write, report, edit and mix a variety of short-form radio pieces in the styles of public radio. Selected work will air on the Marist College radio station. The class will culminate in the production of a half-hour radio news magazine. Offered as and when necessary.

Prerequisite: COM 241

COM 347

Reputation and Relationship Management

Three Credits LA

This seminar course introduces students to a growing and increasingly important practice area within the public relations profession. Students will gain an understanding of the theoretical perspectives related to environmental scanning/surveillance and the strategic management of events, trends and issues as well as their impact on an organization's relationships with key stakeholder groups. In addition, students will apply theory to practice by learning how to make, justify and assess the impact of organizational decisions on corporate image, reputation and trust. Offered in fall.

Prerequisite: COM 211

COM 348

Integrated Strategies, Tactics, and Stakeholders

Three Credits LA

The aim of this course is to focus on organizations' engagement with customers and other stakeholders as part of a cross-functional communication strategy. Students will examine the relationship between the messages that organizations can (and do) use, situation and critical stakeholders—often with competing and mutually exclusive interests—that an organization speaks to when managing situations ranging from routine to crisis. Students will develop a strong knowledge of the current theory and research in strategic stakeholder communication and engage in a project to apply this knowledge. Offered in fall.

Prerequisite: COM 211

COM 350

Sex and the Media

Three Credits LA

This course explores the prevalence and roles of sexual content in modern media. Students will gain an understanding of the roles, functions, and effects of sex in the media as well as the historical context and societal debates surrounding sexual content. The media will be analyzed both empirically and critically. Offered as and when necessary.

Prerequisite: Junior standing

COM 354

Visual Storytelling

Three Credits LA

Storytelling is the main focus of advertising. What better way to make an idea stick than by creatively combining visuals that have impact and elicit emotion. Through this course, students will understand how to develop compelling targeted strategic narratives using visuals that clearly and emotionally communicate a creative idea. Students will learn how to write and execute from a creative brief and will focus on formulating effective ideas to communicate the brand message through new media, nontraditional and traditional media. The course begins with

understanding the conceptualization process, moves through design, and ends with a beginner's portfolio of visually effective advertising. Offered in fall.

Prerequisite: COM 329

COM 365

Issues in Sports Media

Three Credits LA

Will address critical issues in sports media and examine various types of sports media. Students will discuss the differences between sport and mediated sport and the symbiotic relationship between sport and media. Reviews different areas of the sports communication industry, the functions of the different media personnel, and the societal effects and impact of sports media and ethics on the industry. Offered in spring.

Prerequisites: COM 260, and sophomore standing

COM 400

Gender, Culture and Communication

Three Credits LA

This course explores the dynamics between gender, communication, and culture in today's society. Areas studied will include the following: how communication creates and perpetuates gender roles; how human behavior reflects socially created gender roles; how people can act and communicate to improve their individual and collective lives in terms of gender roles. This is an experiential course in which students will connect theory and research with their own lives. Offered in fall and spring.

Prerequisite: Junior standing

COM 401

Communication Capping

Three Credits LA

A capping course required of all Senior Communication Majors. The capping course brings coherence to a student's experience in the major by creating connections among the various sub-fields in which students have specialized, and it reinforces connections between the communication major, the student's cognate, and the student's experience in the Core. Offered in fall and spring.

Prerequisite: Senior standing, COM 200

COM 406, COM 408, COM 409

Advanced Internship in Communication

Nine, Twelve, or Fourteen Credits each

A professionally oriented seminar in which the student spends a part- or full-time apprenticeship learning and contributing to the operation of a communication-related facility. Completion of major requirements, course prerequisites, departmental screening, and clearance by the facility involved are necessary for participation in the seminar. The student is evaluated at the end of the semester by a facility supervisor and a faculty member who periodically visits the newspaper, radio or TV station, advertising agency, industrial or educational complex, or any other related facility where the student spends the senior seminar. Offered in fall, spring, and summer.

NOTE: Internships carry general elective credit and may not be used to fulfill requirements for the major.

Prerequisites: Permission of internship director, CRDV 100N

COM 410

Advanced Copywriting

Three Credits LA

A professionally oriented class designed to build on the knowledge and skills already acquired in introductory courses in advertising. A prerequisite for this course is a working knowledge of both marketing and advertising strategies. In this course the emphasis will be on the advanced problem-solving processes, techniques, and copywriting skills necessary for creating superior advertising campaigns. Students in this course participate in theoretical, as well as practical, illustrative solutions to complex problems typical in the world of advertising. A portfolio of advertising campaigns is prepared by each student. Offered in fall and spring.

Prerequisites: COM 110, COM 210, and COM 310

COM 412

Advertising Research

Three Credits LA

This course explains the basic concepts of media research. It includes the planning of advertising measurement and methodologies for measuring advertising campaigns and messages. Recognition tests, recall and association tests, opinion and attitude ratings, projective methods, laboratory testing, and analysis of content are each explained and studied. Research applications focus mainly, but not entirely, on audiences of the mass media including electronic and print media. Theme Research, Selected Target Audiences, Copy Research, Advertising Frequency Studies, Media Research, and Budget Research are topics considered in the course. Offered as and when necessary.

Prerequisites: COM 110, and COM 210

COM 358

Digital, Direct & Database Advertising

Three Credits LA

This course is designed to educate students on the critical components of digital, direct, and database advertising in order to develop successful advertising campaigns that will lead to ongoing product purchases and long-term, profitable customer relationships. Specifically, the course covers using data to develop effective one-to-one advertising campaigns that reach the "right person," at the "right time" with the "right message" and in the "right way." It includes customer segmentation analysis, customized value propositions, offers, messaging, media strategy, metrics/measurement and campaign response and budget analysis. Offered in fall and spring.

Prerequisite: COM 329 (Creative Problem Solving) and COM 314 (Media Strategy)

COM 418

Communication Campaign Management

Three Credits LA

This course requires students to develop and apply research-based strategic planning to communication campaigns. This includes conducting research; setting appropriate goals and objectives; identifying relevant publics; constructing messages, tactics, and communication channels that are appropriate for each public; and using measurement and evaluation criteria to assess campaign outcomes. Students will also demonstrate proficiency in writing strategic communication campaign proposals. Offered in fall and spring.

Prerequisites: COM 211, COM 212, and COM 333

COM 419

Case Studies in Public Relations Management

Three Credits LA

This course employs research and analysis of contemporary cases to expose students to the theory and practice of public relations management. Students will learn how to recognize, understand and deliver on various target audience needs as well as apply lessons learned to various public relations scenarios. Offered in spring.

Prerequisites: COM 211, COM 212, and COM 333

COM 420

Advanced Public Presentations

Three Credits LA

This course builds on the basic public presentation skills students have already acquired. It is designed to facilitate an advanced understanding of techniques (e.g., defusing a hostile audience, advanced delivery aspects, etc.), strategies (advanced persuasion formats), and tools (e.g., humor, PowerPoint, video-assisted feedback, etc.) that are often used in professional communication situations. Offered in fall.

Prerequisite: COM 101

COM 422

Case Studies in Integrated Communication

Three Credits LA

This course begins with an examination of the theoretical perspectives linking aspects of persuasion with written and visual messages. Students will analyze and evaluate examples of communication campaigns. Students will also consider the effective use of written and visual appeals for stakeholders and produce their

own professional work in digital, print, and face-to-face contexts. Students will be expected to develop a portfolio including both written and visual elements. Offered in spring.

Prerequisites: COM 211, COM 212, and COM 333

COM 423

Strategic Advertising Campaign Development

Three Credits LA

This course requires student to utilize the skills and knowledge they have acquired in their previous advertising courses to develop an insights driven, multi-media, integrated advertising campaign. This will include conducting primary and secondary research to determine and analyze the ideal target audience and uncover the key customer insight. It also involves creating a big campaign idea and multimedia integrated strategy based on the customer insight. Lastly students will develop a measurable media strategy and all the creative elements for the campaign. Offered in fall and spring

Prerequisite: COM 424 or COM 3358 or COM 354.

COM 424

Branding

Three Credits LA

This course requires students to develop and apply research-based strategic planning to the development of new customer-driven brands. This process involves examining the principles of consumer and shopper behavior and exploring the impact of current consumer trends on new and existing brands. Students will use primary and secondary consumer research to further develop a new customer-focused brand. To conclude the class, students will develop multiple integrated communications campaigns designed to launch the brand, acquire customers and develop long-term, profitable relationships. Offered in the spring.

Prerequisite: COM 329 and COM 314

COM 425

Communication Theory

Three Credits LA

This course is an in-depth look into how theorists have conceptualized the communication process. It focuses on comparing, contrasting, and evaluating different theoretical and philosophical approaches. Students will apply theories to analyze communication phenomena in detail. Offered in spring.

Prerequisites: COM 102, and COM 200

COM 440

Advocacy Journalism

Three Credits LA

Through a series of readings, students will examine the historical and political roles of advocacy journalism in the United States. They will compare this unconventional communication vehicle to conventional journalism. In the process, students will become advocates for individual causes and will engage in extensive reporting, research, and writing on these topics. These articles will eventually be published in an electronic magazine. Offered as and when necessary.

Prerequisite: COM 322, COM 327, or COM 331

COM 444

Specialized Journalism

Three Credits LA

This course is designed to provide deeper reporting experiences, focused on a particular area of reporting, enabling the student to more fully explore the typical problems encountered in reporting that field and to become familiar with the resources available. The specific field covered will change each semester, among such topics as Science Reporting, Religion Reporting, Economic Reporting, and Arts, Entertainment and Fashion Reporting. Offered as and when necessary.

Prerequisites: COM 242, and junior standing

COM 445

Sports Reporting

Three Credits LA

This course is designed to broaden and deepen a student's understanding of sports reporting and to sharpen and develop the student's writing skills. It also recognizes that today's sports reporters must cover more than scores and games and find the stories beyond the games. Personalities, social and economic forces, labor-management conflicts, legal and ethical concerns, and fan behavior are all part of the sports reporter's beat. Students will cover sporting events and write feature and sidebar stories and columns. They will follow national and local sports stories and analyze examples of professional sports writing. In addition, students will be required to become familiar with the field of sports-information directing and its intricacies. Offered in fall.

Prerequisites: COM 242, and junior standing

COM 446

Radio News II

Three Credits LA

For the student familiar with the basics of story-based radio reporting, this course offers an opportunity to expand skills. Using National Public Radio as a model, students will research, write, report and produce pieces ranging from short news spots to longer form documentaries. Offered as and when necessary.

Prerequisite: COM 346

COM 448

Sports Broadcasting

Three Credits LA

Students learn about various aspects of sports broadcasting, ranging from radio to TV to various new technologies. Primary focus is on writing game reports for sports news. This course will also review techniques for play-by-play analysis. Students will help broadcast Marist games as part of the course. Offered in spring.

Prerequisites: COM 260, and junior standing

COM 460

Sports Public Relations

Three Credits LA

Students learn about various components of sports PR, ranging from school athletic administration to event promotion and management. The class involves several major assignments, including hosting a press conference, writing a media guide, and creating sponsorship proposals. For their final project, students (in groups) plan, promote, and execute a sporting event. Offered in spring.

Prerequisites: COM 260, and junior standing

COM 464

Journalism Praxis

Three Credits LA

Students will bring their research, reporting, and writing skills to one or more of the community organizations that cooperate in the Marist Praxis program. Students will write about under-reported problems and/or disempowered segments of the community. In addition to producing news and feature stories, students will record their critical reflections in personal journals. Offered as necessary.

Prerequisites: ENG 120 or 117, and Junior standing

*This course is designed to qualify for the Public Praxis minor.

COM 465

Alternative Journalism

Three Credits LA

This course introduces students to critiques of the mainstream American news media and to a range of theories of the press and its role in society. Students will explore alternative news media – comparing their history, financing, political orientations, and news products to those of mainstream media. Students will be invited to broaden their own sources of information and to develop their own approaches to critical analysis of news reports. Offered as necessary.

Prerequisite: Junior standing or permission of instructor

COM 466

Journalism Workshop

Three Credits LA

This course will offer practice in advanced print, online and/or broadcast reporting and storytelling, and experience with broadcast equipment, layout and design software and online content management systems. Students will work individually and in groups, producing professional quality in-depth journalism in a variety of formats, including broadcast and online video and audio; print or digital news formats; and print and digital magazines. Journalistic forms including stories, blogs, podcasts, slide shows, graphics and more will accompany this work. Students will be encouraged to look ahead at how their skill can be put to use in the print, online, mobile and/or broadcast world of the future.

Prerequisites: COM 236 or COM 322 or COM 327 or COM 331 and COM 328 or COM 332 or COM 345

COM 488

Comparative Communication Systems

Three Credits LA

Foreign press, broadcasting and film, control and support; reflection of political systems, economic and social development; their function in formulating public opinion and national policy. Offered biennially.

Prerequisite: Junior standing

COMPUTING TECHNOLOGY

CMPT 103

Technology for the 21st Century

Three Credits LA

This hands-on course will provide students with an overview of the types of information resources found in libraries and with a working knowledge of the electronic resources available in the Marist College Library. In addition, information available via the Internet and the World Wide Web will be explored. Search techniques will be demonstrated and practiced. Critical thinking and evaluation of information resources will be emphasized throughout the course. The impact of the use and availability of information locally, nationally, and globally will be discussed. MLA and APA citation style will be used. Students will learn “when” and “why” to use computer skills as well as “how.” Students will develop information and computer literacy by applying various computer skills as part of the learning process.

CMPT 105

MS Excel

One Credit

An in-depth, primarily hands-on lab course during which students will learn to create and use spreadsheets. Building spreadsheets, using graphics, text enhancement, fonts, creating fonts and graphics, using built-in formulas, creating formulas, incorporating statistics, and a wide variety of other functions will be covered. Database and report generation will also be included.

CMPT 111

Game Studies Seminar

One Credit LA

The Game Studies Seminar is a one-credit course that surveys various topics related to video games and video game development. Different individuals including faculty and guest speakers deliver lectures on a variety of game topics including (but not necessarily limited to) computer science, physics, psychology, communications, art, multimedia, and business.

CMPT 120

Introduction to Programming

Four Credits LA

This course introduces students to problem solving with computer programming. Students will study some historical context for problem solving with programming while mastering introductory programming skills including but not limited to user interaction design, procedures, functions, scope, alternation, repetition, collections, and real-world modeling.

CMPT 130

Information Technology and Systems Concepts

Three Credits LA

This course establishes a foundation for the understanding of information systems in organizations. Applications and technologies are studied in relation to organization objectives. The student studies different types of systems such as MIS, DSS, EIS and basic applications such as Manufacturing, Finance, and Marketing. The student studies an overview of technology including hardware, software, Internet, World Wide Web, e-Commerce, database, and objects.

CMPT 220

Software Development I

Four Credits LA

This course builds on CMPT 120 to introduce our students to the art and science of software development. Students will study software development history while mastering SD skills including but not limited to real-world modeling and multi-language software development.

Prerequisite: CMPT 120

CMPT 221

Software Development II

Four Credits LA

This course builds on CMPT 220 to continue our students' progress towards true software craftsmanship. Students will study advanced concepts in software design and testing while developing skills including but not limited to the areas of advanced client-side programming, server-side programming, data integration, and thinking with portals.

Prerequisite: CMPT 220

CMPT 230

Software Systems and Analysis

Four Credits LA

This course establishes a foundation for the understanding of information systems in organizations and the methods used to analyze an organization's information needs. Students who complete the course will have a working understanding of techniques for identifying requirements, clarifying and refining requirements, and process modeling, all within an object-oriented framework. Students will gain an understanding of the system development life cycle, systems analysts' roles and responsibilities, and the interpersonal skills necessary to analyze business problems.

CMPT 300

Management Information Systems

Three Credits LA

This course establishes a foundation for the understanding of information systems in organizations. An identification and basic explanation of the systems point of view, the organization of a system, information flows, and the nature of information systems in organizations. The relationship between systems and information to organizational objectives is examined. Applications and technologies are studied in relation to organization objectives. The student studies different types of systems such as Management Information Systems, Decision Support Systems, Executive Information Systems, and Artificial Intelligence. Basic applications such as Manufacturing, Finance, and Marketing are also studied. Electronic Commerce, Internet business models, e-business, and the management of organizational transformations, driving the move toward digital firms, is examined. Team exercises and multiple case problems are used. Not available to CS or ITS majors.

Prerequisite: Junior standing or above

CMPT 305

Technology, Ethics, and Society

Three Credits LA

This course examines the influences of technology on society and the ethical dilemmas presented by technological advances. Students study major ethical theories to provide a framework for analyzing the impact of technology on current legal, social, economic, governmental, religious, and scientific activities.

CMPT 306

Data Communications and Networks

Four Credits

This course examines the concepts and mechanisms of wired and wireless data-, audio-, and video-transport systems. Network architecture, terminology, control, standards (OSI and TCP/IP models), and general topologies will be discussed. Current equipment and physical interconnections will be explored for a range of network services to support activities such as application development, distributed processing, operating information centers, and providing distance learning. Topics covered include an analysis of the problems and limitations imposed by the physical channel, wireless networks, comparative switching techniques, routing, congestion control, and higher-level protocols needed to complete the end-user to end-user connection.

CMPT 307

Internetworking

Four Credits

This course provides students with hands-on experience in setting up, configuring, and troubleshooting internetworks. It expands on and reinforces network concepts introduced in CMPT 306.

Co-requisite: CMPT 306

CMPT 308

Database Management

Four Credits

This course examines the theories and concepts employed in database management systems (DBMS). The function of various types of DBMS is described including their purpose, advantages, disadvantages, and applications in business. The course explores the following topics: DBMS architectures, data modeling, the relational model, database normalization, relational algebra, SQL, client/server systems, DB physical design, multiple user environments, database security. The students will work with a major DBMS to develop a database project.

Prerequisite: CMPT 220

CMPT 312

UNIX

Four Credits

In this course, students learn the fundamentals of Unix operating systems. Core concepts include, but are not limited to: Unix software architecture, file system organization, file ownership & permissions, and the fork-exec process model. Frequent hands-on activities provide students the opportunity to develop fluency in essential Unix skills, such as shell programming and customization, advanced file search, archiving and compression, and use of text filters such as grep, sed, awk, and/or perl. Students successfully completing this course will have the necessary practical skills to operate effectively within any Unix environment. The course culminates in a comprehensive final exam modeled after an industry-standard Linux certification exam.

Prerequisite: CMPT 220

CMPT 315

Introduction to z/OS and Major Subsystems

Four Credits

This course introduces operating system and data processing concepts in the context of large system (or Enterprise) computing using a combination of active learning exercises and passive learning presentations. The course content covers modern hardware, operating system, and middleware functions and features. This includes hardware concepts such as virtualization, logical partitioning, multi-processing, and high performance I/O. The operating system concepts covered include virtual storage and memory management, workload management (batch and transactional) dispatching, job control language, security, networking, and other operating system functions. A brief introduction to z/OS UNIX is included as well. The course concludes with an overview of key middleware (transaction and database managers as well as messaging software) and their contribution to an overall hardware / software configuration needed to process large workloads.

CMPT 316

Introduction to z/OS Networking

Three Credits

This course will enable you to discuss mainframe data center issues with network administrators as an informed and active participant. The class is half theory and basic architecture, and half description of real-world mainframe network problems to be solved and the actual implementation of the solutions.

Prerequisite: CMPT 315

CMPT 317

Introduction to z/OS Security

Three Credits

This course develops the student's understanding of information security from a business implementation perspective. The basic concepts of security are explained, as well as how these concepts have been implemented on the System Z hardware and the Z/OS operating system and its components.

Prerequisite: CMPT 315

CMPT 321

Architecture of Hardware and Systems Software

Three Credits

This course introduces computer architecture, data representation, machine and assembly language, the fetch-execute cycle, and operating systems. It gives students a solid background in the hardware and software technologies that support business-information systems. The course emphasizes the relationships between hardware and systems software, emphasizing the support that hardware provides for today's multitasking/multiuser operating systems.

Prerequisite: CMPT 230

CMPT 330

System Design

Four Credits LA

This course discusses the processes, methods, techniques and tools that organizations use to determine how they should conduct their business, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. The course covers articulating business requirements for the technology solution, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution in particular, in-house development, development from third-party providers, or purchased commercial-off-the-shelf (COTS) packages. This course provides an introduction to the field of human-computer interaction (HCI), an interdisciplinary field that integrates cognitive psychology, design, computer science and others. Examining the human factors associated with information systems provides the students with knowledge to understand what influences usability and acceptance of IS. This course will examine human performance, components of technology, methods and techniques used in design and evaluation of IS. Societal impacts of HCI such as accessibility will also be discussed. User-centered design methods will be introduced and evaluated. This course will also introduce students to the contemporary technologies used in empirical evaluation methods.

Prerequisite: CMPT 230

CMPT 331

Theory of Programming Languages

Three Credits LA

This course focuses on the organization of programming languages, the formal study of language specification and analysis, compilation versus interpretation, data and control structures. Offered every spring.

Prerequisite: CMPT 221

CMPT 333

Language Study

Four Credits

This course is designed to introduce the student to a programming language that is not a part of the regular Computer Science curriculum. Students learn about the syntax of the language as well as the software design paradigm associated with the language being taught.

Prerequisite: CMPT 221

CMPT 335

E-Commerce Development and Design

Three Credits

This course is an in-depth study of the design and implementation of e-commerce applications and solutions. Conducting business over the Internet—whether between a consumer and a business, two businesses, or among a consortia of businesses—reveals a diverse range of requirements. In this course we will examine state-of-the-art techniques to address e-commerce from the perspective of applications-systems architecture, application-programming models, system platforms, Web and Internet standards, the underlying technologies, and leading e-commerce application solution-development environments. Students will develop an e-commerce application solution as a term project.

Prerequisite: CMPT 221

CMPT 404

Artificial Intelligence

Three Credits LA

This course is an introduction to the major problems, techniques, and issues of artificial intelligence. Emphasis is placed upon the topics of knowledge representation and problem solving. The languages LISP or PROLOG will be used to illustrate various AI techniques. Offered every fall.

Prerequisite: CMPT 435

CMPT 410

System Administration and Management

Four Credits

This course is a survey of tools and techniques used in the administration of an internetworking computing environment. Included will be system installation, file systems and file and directory-permission structures, device configuration and management, and user-account administration. Also included will be service administration and security and privacy issues. Students completing this course have experience in administering an internetwork of computers with a variety of services, including file service, print service, remote-access service, application service, name service, ftp service, Web service, and others.

Prerequisite: CMPT 307

CMPT 412

Robotics

Three Credits

This is a hands-on course where the student will learn about robots and about several aspects related to robot design and programming. The course covers material related to mechanical design, issues related to planning and reasoning under uncertainties, and sensors and control. Students will apply the techniques learned in a real robot system, using the LEGO Mindstorm kit, and the NQC programming language.

Prerequisite: CMPT 221

CMPT 414

Game Design and Programming I

Four Credits

The objectives of this course are to introduce a disciplined, practical approach to computer game design and programming. The game design aspect focuses on interactive and interface design, world design, play mechanics and rules, and integration of visual and audio components. The game programming aspect focuses on game-specific 2D graphics, animation, physics simulations, algorithms, data structures, and libraries. The course is project-oriented and students working in small teams design and implement their own video games from a list of options.

Prerequisite: CMPT 221

CMPT 415

Game Design and Programming II

Four Credits

This course continues the study of video game design and programming, building on the techniques and methods developed in Game Design & Programming I. In particular, students learn to apply game engines and application program interfaces, strategic and behavioral artificial intelligence, and game optimization techniques for both space and time considerations. Design and programming issues for multiplayer on-line games are also covered, including event-based

and turn-based games. The course is project-oriented, and students design and implement their own video games from a list of options.

Prerequisite: CMPT 414

CMPT416

Introduction to Cybersecurity

Four credits

This course provides an introduction and overview of key concepts in cybersecurity for cloud and enterprise data centers. We provide a framework for understanding cybersecurity concepts based on the NIST cybersecurity lifecycle. Students will be introduced to core concepts including physical data center security, authentication, access control, identity management, secure software development principles and practice, cryptography, cloud security, compliance, and governance. Students will be introduced to a variety of common security attacks, including code injection, man-in-the-middle, phishing, buffer overflows, and adjacency attacks. Using a self-contained lab environment, isolated from the campus network and the Internet, students will be able to practice common hacks and defense strategies, and learn how to scan websites and cloud environments for security vulnerabilities. Practical examples of real world security breaches will be used as case studies to illustrate key concepts. *Prerequisites:* CMPT 120, 306, and 307

CMPT 417

Hacking and Penetration Testing

Three credits

This course provides an examination of the landscape, key terms, and concepts that a security practitioner needs to understand in order to protect their data centers. Students will be introduced to best practices before, during, and after a cyberattack has taken place. The course provides a technical overview of hacking, including how attackers conduct surveillance to identify security weaknesses, foot-printing a targeted site, and the methodology hackers follow in exploiting known vulnerabilities. Students will gain experience designing a penetration test plan, implementing intrusion detection systems, and performing incident response with basic digital forensics. Ethical hacking and penetration testing tools will be described, with the aid of a secure, online virtual cloud lab environment where students can safely practice their skills.

Prerequisite: CMPT 416

CMPT 418

Mobile Security

Four credits

This course deals with security concerns in the rapidly evolving world of mobile and wireless devices, which are becoming the primary means of computing and communication for both the workplace and home. The course introduces fundamentals of wireless communication, including the evolution of wireless networking and its impact on the corporate data center. Students will explore the wireless network infrastructure, along with wireless LAN (WLAN) security threats and auditing tools. Students will gain experience with WLAN implementation, management, and countermeasures, fingerprinting mobile devices, and the unique challenges of implementing WLAN security policies. Hands-on experience will be provided using the Android mobile platform, along with virtual cloud security labs where students can safely experiment with different WLAN tools, risk assessments, standards, and security models.

Prerequisite: CMPT 416

CMPT 420

Internet Security

Four Credits

This course explores the wide range of security issues facing those who use and administer computer networks. Topics covered include basic cryptographic mechanisms, Public Key Infrastructure (PKI) for distributed security, security protocols, and current government initiatives impacting Internet security. Also covered are features of networks that support and enhance the PKI, such as virtual private networks, the secure sockets layer mechanism embedded in all browsers, and directory services. Included as well is the study of methods that have been used by hackers to break into computer systems.

Prerequisite: CMPT 307

CMPT 422

Computer Organization and Architecture

Four Credits

The purpose of this course is to acquire an understanding and appreciation of a computer system's functional components and their characteristics. Students will learn instruction set architecture, the internal implementation of a computer at the register and functional level, and understand how main activities are performed at machine level as well as gain an appreciation for hardware design at micro level.

Prerequisite: CMPT 220

CMPT 424

Operating Systems

Four Credits

The goal of the course is to provide understanding and appreciation of a computer system's components; their characteristics, functions, interactions and integration to enhance performance as well as the fundamental concepts of an Operating System viewed as a resource manager and issues that influence the design of Operating Systems. The course will include a project to enable students to gain some learning experience.

Prerequisite: CMPT 221

CMPT 425

Distributed Systems

Three Credits

This course focuses on the writing of simple client/server programs, using TCP/IP network protocol stack. It works through the establishment of simple connectionless communications, through connection-oriented communications, to multi-client connection-oriented communications. Students are exposed to the low-level working of TCP/IP at the transport layer, and the student is provided with experience in writing simple network applications such as echo client/servers, IRC (Internet Relay Chat), SMTP client/servers. Students are also introduced to higher-level communication abstractions such as RMI (Remote Method Invocation), JSP (Java Server Pages), Java Servlets, CORBA (Common Object Request Broker Architecture), and JDBC (Java DataBase Connectivity).

Prerequisites: CMPT 306, CMPT 221

CMPT 426

Wireless Communications

Three Credits

This course will focus on issues of wireless technology, mobility management, networking, and security. The protocols, algorithms, devices, and applications that will have a need and use for mobility will be taught, researched, and discussed. The overall operation and functionality of the cellular air interface and how it relates to call control will be discussed. Most discussions will consist of real-world examples and scenarios as to what the effects of performance on specific applications will be. Overall wireless networking design scenarios and scalability will also be discussed. Most concepts will apply to wireless local area networks or the mobility support in a cellular network.

Prerequisite: CMPT 307

CMPT 428

Data and Information Management

Four Credits

This course aims to introduce the technologies and disciplines responsible for the effective management of data and information in organizations. The course places special focus on those tasks associated with gathering, storing, providing access and analyzing data to help enterprise users make better, faster business decisions. Topics covered include data sourcing, extraction transformation and loading processes, data warehousing architectures, dimensional modeling, online analytical processing, business process monitoring and the new and exciting field of data and information quality.

Prerequisite: CMPT 308

CMPT 430

Technology Entrepreneurship

Three Credits LA

Entrepreneurs who succeed today and will continue to do so in the future possess technological knowledge along with excellent written and verbal communications

skills. This course will help individuals obtain the entrepreneurial mindset that is necessary to succeed in a world where technological advances occur on an everyday basis. Technical writing skills will be taught, as well as technical presentation skills to help market, sell, and be the driving force within the technical industry.

Prerequisite: Junior or senior standing

CMPT 432

Design of Compilers

Four Credits

This course covers compiler theory and implementation. Topics will include but are not limited to the following: the lexical, syntactic, and semantic analysis of formal languages; intermediate code generation; executable code generation; and symbol table construction. Theoretical tools, such as finite state and pushdown automata, and context-free grammars will be discussed in detail. Every student will develop a full compiler for a selected subset of an instructor-specified high-level language.

Prerequisite: CMPT 435

CMPT 435

Algorithm Analysis and Design

Three Credits LA

This course continues the study of data abstraction and algorithm complexity from a more mathematically formal viewpoint. Time complexity of algorithms will be examined using Big Oh notation and worst-, best-, and average-case analyses. The ideas of polynomial-time, NP, exponential, and intractable algorithms will be introduced. Elementary-recurrence relation problems relating to recursive procedures will be solved. Sorting algorithms will be formally analyzed. Strategies of algorithm design such as backtracking, divide and conquer, dynamic programming, and greedy techniques will be emphasized.

Prerequisites: CMPT 221, MATH 205

CMPT 440

Formal Languages and Computability

Four Credits LA

The study of formal languages, automata, and computability provides the theoretical foundation for the design, specification, and compilation of programming languages. The formal languages of the Chomsky Hierarchy, their grammars, and the associated abstract machines or automata will be studied. This leads naturally to consideration of the theory of computability.

Prerequisite: CMPT 422

CMPT 446

Computer Graphics

Four Credits

In this course, students study the mathematical foundations and essential techniques in the field of modern computer graphics. Central topics include modeling & meshes, viewing transformations, graphics pipeline, lighting models, programmable shaders, scene graphs, animation, user interaction, and graphics hardware. Through both guided and self-directed learning opportunities, students gain experience with industry-standard programming interfaces and tools, and develop an understanding of design and implementation of interactive 3D graphics applications.

Prerequisite: CMPT 220

CMPT451N

z/OS Advanced Topics

Three Credits

This course is designed to go into some detail on key technical areas of interest to personnel working with System z and z/OS. Several topics are extensions to basic materials covered in the Introduction to z/OS and Major Subsystems class while others cover new material. Topics covered include business continuity and disaster recovery, business intelligence and data warehousing, a look inside the coupling facility, z/OS installation overview, z/OS performance basics, global resource serialization and System z virtualization. Other topics such as an introduction to machine components and data representation cover material related to the System z architecture and reinforce and expand on concepts discussed in earlier classes.

CMPT452

z/OS Reliability, Availability, Serviceability and Problem Determination (RAS and PD)

Three Credits

This course provides an overview of Reliability, Availability, and Serviceability (RAS) principles and their importance to the System z hardware and z/OS operating system. The course introduces the major characteristics of the different aspects of RAS, distinguishing serviceability and problem determination. It also covers the broad area of Reliability and Availability functions and the value that they bring to the System z installation, as well as the management processes required by an installation to ensure that the highest levels of Availability can be attained. The topics covered include an introduction to RAS concepts, general approaches for enabling a highly available environment, System z hardware and software availability features including parallel sysplex, z/OS reliability including program recovery environments, z/OS serviceability including storage dumps, logging, and tracing, z/OS messages, operational problem determination and an introduction to using IPCS to analyze storage dumps.

CMPT 453

z/OS Emerging Technologies

Three Credits

This course provides an overview of technologies that are expected to have significant impact on large scale computing environments over the next several years. In some cases the technologies discussed are relatively new and in other cases they have been around in one form or another for some time. In either case, this course looks at these technologies from the perspective of the System z hardware and software and the value and uniqueness of these technologies when used on System z. The topics covered include service-oriented architecture, Web 2.0, WebSphere process server, WebSphere message broker, XML on System z, JAVA on System z, content manager, information integration, z/OS simplification, Rational Developer for System z, z/OS Healthchecker, z/OS System REXX and zLinux on System z.

Prerequisite: CMPT315

CMPT454N

z/OS Installation

Three Credits

This course provides instruction on the use of SMP/E to perform z/OS installation and related activities. Practical exercises are used to build z/OS installation skills. The topics covered in this course include z/OS installation overview, SMP/E basic topics, SMP/E advanced topics, planning for z/OS, z/OS software offerings, ordering z/OS software, cloning, upgrading a z/OS product, z/OS migration, configuration and customization, z/OS deployment, ServerPac and best practices for maintenance.

CMPT455N

DB2 Fundamentals

Three Credits

The DB2 Fundamentals class provides an introduction to the DB2 relational database system as implemented on z/OS. It introduces the major DB2 concepts, structures, functions and features and includes an introduction to DB2, DB2 concepts, system overview, system structures, database services, DB2 environment, attachment facilities, workload management, distributed data facility, SQL overview, DB2 interface, SQL journeys, database and application implementation, concurrency control, security, logging and recovery, startup and restart, commands, utilities and tools, system performance and fundamental query optimization.

CMPT456N

z/OS Performance Fundamentals

Three Credits

The z/OS Performance Fundamentals class provides a practical approach to understanding z/OS performance concepts and techniques. The class includes an introduction to the discipline of z/OS performance fundamentals, formula fundamentals, resources that need to be performance-managed, managed workloads that will be using the managed resources, the discipline of computer performance measurement and monitoring, common methodologies used to conduct a performance analysis and review, processor performance fundamentals, processor storage (memory) and paging subsystem performance

fundamentals, DASD I/O subsystem performance fundamentals, workload manager performance fundamentals, sysplex and parallel sysplex performance fundamentals and workload performance fundamentals.

CMPT 460

Decision Support and Business Intelligence Systems

Four Credits

This course covers concepts and tools that aid managerial decision making by applying analytic reasoning and computer-based tools to managerial problems. The course focuses on model driven decision-making techniques (commonly referred to as management science) and data driven techniques (currently described as business intelligence).

Prerequisites: MATH 130, CMPT 308

CMPT 465

Advanced Topics in CS

Three Credits

This course provides a means for regularly considering new and innovative aspects of Computer Science.

Prerequisites: CMPT 422, CMPT 435

CMPT 466

Advanced Topics in ITS

Four Credits

This course provides a means for regularly considering new and innovative aspects of Information Technology and Systems.

Prerequisite: CMPT 330

CMPT 467

Advanced Topics in CS

Three Credits

This course provides a means for regularly considering new and innovative aspects of Computer Science.

Prerequisites: CMPT 422, CMPT 435

CMPT 468

Advanced Topics in ITS

Four Credits

This course provides a means for regularly considering new and innovative aspects of Information Technology and Systems.

Prerequisite: CMPT 330

CMPT 470

IS Policy

Three Credits LA

This exciting course is the capping experience in the Information Systems concentration leg of the ITS major. The course integrates information systems, related field requirements, and core studies. Students begin to view the value of information systems from the executive point of view. As such the students will study how information systems function to support the overall operations, policies, and objectives of organizations. Critical thinking, case studies, and a major research paper are all required elements of the course. This course helps prepare students to become leaders such as CIOs and CTOs in the information-systems field. Offered every spring.

Prerequisite: CMPT 330

CMPT 475

CS Project I

Three Credits

CMPT 475 is the first in a two-semester-sequence capping course for Computer Science majors. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the ITS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

Prerequisite: 75 or more earned credits. CMPT 475 is offered every fall. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 476

CS Project II

One Credit

CMPT 476 is the second in a two-semester-sequence capping course for Computer Science majors. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the ITS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

Prerequisite: CMPT 475. CMPT 476 is offered every spring. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 477

ITS Project I

Three Credits

CMPT 477 is the first in a two-semester-sequence capping course for Information Technology and Systems. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the CS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

Prerequisites: 75 or more credits. CMPT 477 is offered every fall. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 478

ITS Project II

One Credit

CMPT 478 is the second in a two-semester-sequence capping course for Information Technology and Systems majors. During the first semester, students study project management techniques, review oral presentation skills, study creating software documentation, assemble project teams (integrated teams including students in the CS capping course), select a project client, perform analysis and design, and begin project implementation. The second semester is used to complete project implementation. The capping experience culminates with an oral presentation to the client and delivery of the software and its documentation.

Prerequisite: CMPT 477. CMPT 478 is offered every spring. Students planning to graduate in December should begin the capping sequence the fall of the preceding year.

CMPT 483

Cloud Infrastructure and Services

Four Credits

This course examines the technical building blocks of Cloud Computing. Students will examine the different types of service models, delivery models and characteristics that make up a typical cloud environment. The course will touch on the variety of cloud providers today including OpenStack and Amazon. This course will also cover the impacts that cloud has on security, networking and maintenance. The economics of the cloud and how they impact cloud services will be discussed.

CMPT 487

Advanced Facilities Management

Three Credits

This course provides a technical overview of critical infrastructure including energy conservation equipment, generation and transmission equipment, electrical safety, facilities engineering, systems maintenance, energy security, UPS systems, power transfer switch systems, standby generators and data center energy efficiency. Students will gain an understanding of current trends in the development of technologies that sustain mission critical infrastructure, evaluate future trends in technology that are necessary to meet energy efficiency and energy security goals, become knowledgeable about the typical equipment employed in mission critical facilities and explore industry best practices.

CMPT 495-496-497-498-499

Advanced Technology Internship

One-Two-Three-Six-Nine Credits

The internship is a professionally oriented experience in the computing field. Arrangements are made with the Internship Director. Offered every semester.

Prerequisite: Junior/Senior standing in computer science

CRIMINAL JUSTICE

CRJU 101

Introduction to Criminal Justice

Three Credits LA

A study of the systems and systematic relationships in criminal law, police, courts, trials, prosecution and defense, and corrections.

CRJU 105

Criminal Justice Information Literacy

One Credit LA

This seminar is a mixture of theoretical and “hands-on” instruction in the approaches and techniques of finding, using, managing, and evaluating criminal justice information. This course will include an introduction to APA format.

CRJU 202

Criminology

Three Credits LA

This course is designed to analyze the various explanations given for why people commit crime. Current events are incorporated into the analysis, discussion, and critique of the various theories on the nature and causes of crime and criminal behavior.

Prerequisite: CRJU 101

CRJU 206

Criminal and Scientific Investigation

Three Credits

A study of techniques and procedures used in criminal investigation: survey of instrumentation; identification/processing of trace evidence; use and acceptability of electronic surveillance; use of informants. The role of the expert witness and special problems in investigations (e.g., organized crime, narcotics traffic, etc.) will also be explored.

CRJU 221

Law and Society

Three Credits LA

Triple listed as POSC 221 and PRLG 221

The question of the relationship between law and society is problematic and unresolved. This course analyzes specific legal systems including American and international systems of law and policy. Theories of legal development, legal reasoning, institutions, sociology, political science, and effects of the criminal justice legal system in American society will be included.

CRJU 223

Juvenile Delinquency

Three Credits LA

The course is intended to be a survey of the possible causes of juvenile criminality. Included in this discussion are the evolution of the term juvenile delinquent and major theories aimed at explaining juvenile delinquency. The various attempts at prevention and control of juvenile criminality as well as current research and policy will also be examined.

CRJU 230

Policing in America

Three Credits LA

This course introduces students to the functions, memberships, and constituencies of police organizations in America. The modern day complexity of law enforcement will be explored through readings, videos, guest lecturers, and independent research.

CRJU 235

Corrections

Three Credits LA

This course explores the history of corrections and the various methods of dealing with those convicted offenders who are incarcerated.

CRJU 242

Drug and Alcohol Use and Abuse

Three Credits LA

The problems of alcohol and alcoholism and various drugs, including narcotics, barbiturates, stimulants, tranquilizers, hallucinogens, and other substances and their effects on the behavior of the individual are addressed. Addiction and current methods of treatment are also studied.

CRJU 250

Introduction to United States Courts

Three Credits LA

This course examines the American Court system including the federal, state, and local court systems and the role of prosecutor, defense attorney, and judge.

CRJU 301

Criminal Justice Organization and Administration

Three Credits

A study of organizational principles and theory: applications to criminal justice organizations, motivation, productivity, leadership principles, and psychological aspects of management/supervision. Planning processes, decision making, staffing, and budget preparation are covered in depth.

Prerequisite: CRJU 101

CRJU 303

Criminal Law

Three Credits LA

A study of the general nature, development, and principles of criminal conduct, including a review of the New York State Penal Code and other selected state penal codes. The course will challenge the student to apply concepts learned from these codes to current, real-life situations.

Prerequisite: CRJU 101

CRJU 304

Criminal Procedure

Three Credits LA

Analysis of the procedural steps through the criminal justice system from investigation through incarceration/release. Primary focus will be on the 4th, 5th, 6th, 8th, and 14th Amendments to the U.S. Constitution, including their historical development and their effect on current criminal procedure. Students will review selected cases which affect criminal procedure law.

Prerequisite: CRJU 101

CRJU 305

Juvenile Justice System

Three Credits LA

Dual listed as PRLG 106

The juvenile justice system is different in philosophy, logic, and practice from the adult criminal justice system. Different laws and different attitudes guide its ability to process juvenile offenders. These differences define this course and the socio-legal and nonlegal procedures that have been created to handle juvenile delinquents and pre-delinquents by police, courts, and corrections.

Prerequisites: CRJU 101

CRJU 314

Race and Crime

Three Credits LA

Individuals come to our cities with various ethnic, religious, racial, and cultural experiences. These experiences often explain why they may react differently to different situations. Whether and how their actions attract the attention of the criminal justice system is the focus of this course.

CRJU 340

The Federal Criminal Justice System

Three Credits LA

The federal law-enforcement structure is a myriad of organizations and functions. Each has specific responsibilities (prosecutorial, investigative, and punitive) mandated by legislation and practice. It is the objective of this course to take the student through the structure, roles, and requirements of the federal criminal justice system. There are over 60 federal law-enforcement agencies. Areas such as firearm control, espionage, tax evasion, animal protection, forest-fire prevention, drug seizure, and tariff regulation will be discussed and analyzed.

CRJU 348

Psychological Perspectives on Criminal Behavior

Three Credits LA

Dual listed as PSYC 348

This course focuses on the particular psychological aspects of the criminal justice system including what the criminal knows about himself and how this affects his behavior. This topic is considered in the context of alternative answers to one question: What does society want from its convicts? That is, once a person has been caught and is serving a sentence, what goals would society like him to set for himself and what psychological obstacles stand in the way of him doing what society wants him to do? Answers to these questions will be presented in discussions on such issues as forensic assessment, the insanity defense, and civil commitment.

Prerequisite: PSYC 101 or CRJU 101

CRJU 350

Organized Crime

Three Credits LA

This course examines organized crime in its historical and cultural contexts. Of particular interest will be illegal (gambling, drugs, prostitution) and legal business dealings; its involvement in labor unions and racketeering (construction industry, money laundering); and how it interfaces with legitimate businesses. Finally, the response of law enforcement to these activities will be discussed and various policy initiatives will be analyzed.

CRJU 370

Theories of Punishment

Three Credits LA

The focus of this course will be the various theories of punishment, i.e., rehabilitation, retribution, deterrence, and social defense, as they relate to the criminal justice system. Current events are incorporated into the analysis, discussion, and critique of the various theories.

Prerequisites: CRJU 101, CRJU 202

CRJU 374

Criminal Justice Research Methods

Three Credits LA

An understanding of the foundations of research design and applications is approached through statistical analysis and interpretations of research materials in criminal justice.

Prerequisites: MATH 130, CRJU 101

CRJU 375

Program Planning and Evaluation

Three Credits LA

This course will discuss and analyze methods of evaluating diverse programs and policy in the criminal justice arena.

Prerequisite: CRJU 374

CRJU 377

Terrorism

Three Credits LA

In this course, the criminal justice system is discussed and analyzed from an economic and political perspective. Political terrorism will be one of the topics included. Discussion of the assigned readings will take place in a seminar fashion when taught in the classroom and in a discussion board when taught online.

Prerequisite: CRJU 101 or POSC 101

CRJU 440

Cross Cultural Criminal Justice Systems

Three Credits LA

A selection of criminal justice systems in Asia, Africa, Europe, the Americas, and the Middle East are studied in the context of their cultural values. Comparative analyses focus on suggestions for change in the American criminal justice system.

Prerequisites: CRJU 370; Criminal Justice majors with senior standing

CRJU 477

Senior Seminar: Capping Course

Three Credits LA

This course reflects the interdisciplinary and integrative intent of the CORE/LS program. The curriculum is designed to aid in student reflection upon the relationship between the Criminal Justice field's methods and content and broader humanistic concerns. Class discussions and presentations as well as an integrative writing assignment highlight the course.

Prerequisites: CRJU 374; Criminal Justice majors with senior standing

CRJU 496-499

Criminal Justice Internship: I, II, III, IV

Three Credits each

Two three-credit internships are required for all criminal justice majors, preferably in the senior year. It is an educational experience whereby a student interprets theory within the realities of the criminal/juvenile justice setting. Under the supervision of a field professional and faculty coordinator, the student will analyze the field activities from a theoretical perspective developed from an extensive library reading list. Junior/senior Criminal Justice majors only.

CULTURE STUDIES/CIVILIZATIONS

Core/Liberal Studies Curriculum: Foreign-Language Option. Students may substitute one course in foreign culture for the second course in either history or literature.

CSAR 150

Arabic Cultures and Perspectives

Three Credits LA

Dual listed as ARAB 150

See ARAB 150 for course description.

CSCU 101

World Cultures through Feature Films I

Three Credits LA

Readings and viewing of feature films on the cultures of North America, Central America, South America, Europe, Southwest Asia, and the Middle East. Offered in the fall, when there is sufficient student interest.

Prerequisite: ENG 120

CSCU 102

World Cultures through Feature Films II

Three Credits LA

Readings and viewing of feature films on the cultures of North and sub-Saharan Africa, Southeast Asia, the Far East, and the Pacific world. Offered in the spring, when there is sufficient student interest.

Prerequisite: ENG 120

CSCU 103

Introduction to Global Issues

Three Credits LA

Dual listed as GBST 103 & POSC 103

See GBST 103 for course description.

CSFR 167

France & the World

Three Credits LA

Dual Listed as FREN 167

See FREN 167 for course description.

CSFR 250

French Culture & Thought: Problems & Perspectives

Three Credits LA

Dual Listed as FREN 250

See FREN 250 for course description.

Taught in French.

CSFR 251

Contemporary France

Three Credits LA

Dual Listed as FREN 251

See FREN 251 for course description.

Taught in French.

CSFR 305

Studies in French Film and Literature

Three Credits LA

Dual Listed as FREN 305

See FREN 305 for course description.

Taught in English.

CSIT 250

The Civilization of Italy

Three Credits LA

Dual Listed as ITAL 250

See ITAL 250 for course description.

CSJP 120

The Civilization of Japan

Three Credits LA

Dual Listed as JPN 120

See JPN 120 for course description.

Taught in English.

CSSP 150

Cultures of Spain

Three Credits LA

Dual listed as SPAN 150

See SPAN 150 for course description.

CSSP 152

Cultures of Latin America

Three Credits LA

Dual listed as SPAN 152

See SPAN 152 for course description.

CSSP 153

Cultures of the Hispanic Caribbean

Three Credits LA

Dual listed as SPAN 153

See SPAN 153 for course description.

CSSP 154

Cultures of Hispanics in the United States

Three Credits LA

Dual listed as SPAN 154

See SPAN 154 for course description.

CSSP 330

Themes in Spanish Cinema

Three Credits LA

Dual listed as SPAN 330

See SPAN 330 for course description.

CSSP 335

Themes in Latin American Cinema

Three Credits LA

Dual listed as SPAN 335

See SPAN 335 for course description.

ECONOMICS

ECON 103

Principles of Microeconomics

Three Credits LA

A course dealing with the analysis of supply and demand. Topics covered include the basic functioning of a free-enterprise economy; the evolution of markets and institutions; price behavior under both competitive and monopolistic conditions; demand and utility; equilibrium of the firm; marginal analysis and production theory; returns to the factors of production. [Formerly ECON 102.] Offered primarily in the fall.

ECON 104

Principles of Macroeconomics

Three Credits LA

Topics covered include analysis of the determination of national income through the investigation of consumption, investment, government expenditures and net exports; analysis of the determinants of inflation and unemployment; the role of government in the economy including fiscal and monetary policies, market failures and public goods. [Formerly ECON 101.] Offered primarily in the spring. *Prerequisite:* ECON 103

ECON 150

Economics of Social Issues

Three Credits LA

This is an issues-oriented course that introduces essential economic principles and applies them to an array of important social questions. The course is designed to reveal how economics enables us to understand the analysis behind headlines and news stories about current events and policy questions as they arise in a global context. Concepts and issues from both microeconomics and macroeconomics will be addressed. This course is designed as a one-semester overview of economic principles for students in majors other than business, economics, and accounting. Offered every semester. Majors in Accounting, Business Administration, or Economics do not earn credit for taking this course.

ECON 200

Economics of Gender

Three Credits LA

The course will analyze the principal foundations of the political economic structure of Western Civilization from a gender perspective. Such concepts as property, money, the public vs. the private sphere, democracy, and the individual will be examined with analytical, historical, and institutional methods. The student will gain an understanding of how gender affects not only personal, social, and family life, but also economic markets and political power, and the discipline of economics itself.

(This course meets the requirements for the Core/Liberal Studies distribution in Social and Behavioral Sciences; for the Women's Studies minor; and for the major and minor in economics.)

Prerequisite: Open to sophomores and above

ECON 210

Innovation in the Hudson Valley

Three Credits LA

Reviewing primary and secondary source materials, the course will examine the early history and recent contributions of innovations in the Hudson River Valley, including technology, government, business, and communication. Beginning with Alexander Hamilton's design for the U.S. dollar and Central Bank, the development of Fulton's North River steamboat, and the Parrott cannon, the course will also include Morse communications, Edison's inventions and the company he founded, railroads and the related corporations, banks and finance, as well as transistors, semiconductors, and the grid at IBM, and nanotechnology at Yorktown Heights and Albany. Students will learn about research methods, as well as the policies and conditions that foster innovation. Literature regarding the role of regional industry clusters in the global economy will be incorporated to assist in raising the issues regarding the role of the Hudson River Valley in particular in innovation in a global context.

ECON 303

Intermediate Microeconomic Theory

Three Credits LA

A more detailed analysis of the material covered in ECON 103. Included are the theory of consumer choice and the determinants of demand; theory of production; nature and behavior of cost, price, and output determination in the various competitive markets; theory of factor prices and income distribution. [Formerly ECON 302.] Offered every fall.

Prerequisites: ECON 103, ECON 104

ECON 304

Intermediate Macroeconomic Theory

Three Credits LA

Analysis above the level of ECON 104 of the aggregates of consumption, saving, investment, and government fiscal activity and the influence of these on the size of national income. Includes consideration of factors affecting employment, prices, and economic growth. [Formerly ECON 301.] Offered every spring.

Prerequisites: ECON 103, ECON 104

ECON 305

Environmental Economics

Three Credits LA

Dual listed as ENSC 305

A policy-oriented examination of the relationship between the economy and the natural environment. Topics include externalities, the environmental consequences of economic growth and development; the labor-market impacts of environmental legislation; and the economic theories of "public goods" and "social costs." Offered every fall.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ECON 103

ECON 310

Labor Economics

Three Credits LA

This course introduces the student to the study of labor supply and demand and its impact on the economy. Topics include: labor supply decisions, hiring decisions, wage determination, returns on investment in education, income distribution, unemployment, and discrimination. The emphasis is on a theoretical analysis of empirical phenomena.

Prerequisites: ECON 103, ECON 104

ECON 315

Money and Banking

Three Credits LA

This course studies the nature and function of money and banking in a market economy. Topics covered include the nature and role of money, the commercial banking industry, the Federal Reserve, money supply determination, the conduct of monetary policy, the demand for money, and the monetary transmission mechanism.

Prerequisites: ECON 103, ECON 104

ECON 320

Quantitative Methods in Economics and Business

Three Credits LA

Quantitative methods involve quantifying, measuring, and analyzing actual economic and business phenomena. After reviewing basic statistical theory that provides a foundation for the analytical techniques, the course explores the theoretical development of linear regression models as a basis for the understanding of econometric methodologies and their empirical application in economic data analysis, business forecasting, and decision making.

Prerequisite: MATH 130

Recommended: ECON 103, ECON 104, ECON 150; BUS 100 or BUS 202

ECON 321

Three Credits LA

Analysis of the theory and practice of government expenditure, taxation, and debt management. Topics include public goods, the budget process, fiscal policy, intergovernmental and local government finance, and effects on income.

Prerequisites: ECON 103, ECON 104

ECON 340

Economic Development: Towards Global Equality

Three Credits LA

Explores the economies of the world's poorest countries. Topics include measures of economic development and human development; history of development; the role of capital formation and savings; and the role of government policy in development. Economic theories of underdevelopment are presented and case studies analyzed. The impact of globalization on economic development and environmental issues is addressed. Country studies include Asia, Africa, and Latin America.

Prerequisites: ECON 103, ECON 104 or ECON 150

ECON 422

Financial Markets and Institutions

Three Credits LA

A detailed examination of financial markets and institutions. The course examines the influence of financial markets and financial institutions on the availability of external finance, the terms of finance and the market valuation of publicly traded stocks, bonds, mortgages and derivatives. Of special interest are the roles of financial markets and institutions in pricing market risk and the allocation of scarce loanable funds. This course relies heavily on the student's ability to understand and apply the time value of money, the relationship between risk and required return, and the steps required to value stocks, bonds and mortgages. [Formerly ECON 420.] Offered every semester.

Prerequisite: BUS 320

ECON 432

International Financial Policies and Issues

Three Credits LA

The objectives of the course are to understand the nature of international money and balance of payments between countries. The use of the currency to influence economic activity, such as exchange rates and interest rates, will also be considered. The course will consider financial regimes historically, including the Gold Standard and Bretton Woods, as well as dollar as key currency and the euro. The nature of currency competition will be considered, as well as international currency markets and derivatives, and sovereign debt markets. International investment trends and determinants will be studied, and the effects on growth and distribution of countries and regions. The history and determinants of international financial crises will be considered, as well as corrective policies on the national and global levels.

Prerequisites: ECON 103, ECON 104

ECON 442

International Economics

Three Credits LA

The objectives of the course are to explain the location of economic activity across regions and countries, considering such theories as comparative advantage and product life cycle. Trade policies such as tariffs and industrial policies will be considered, as well as export promotion and import substitution. The course will also examine the role of international institutions, such as the IMF, EU, and WTO. Trends towards regional integration in areas such as Latin America, the Middle East, and Asia will be considered, as well as the role of multinational corporations, state-owned companies, sovereign wealth funds, and outsourcing. The competitive dynamics of key industries, such as auto, computers, oil, will be considered in current case studies. Offered every spring.

Prerequisites: ECON 103, ECON 104

ECON 443

History of Economic Thought

Three Credits LA

A study of the principal theories of the production and distribution of economic goods. Consideration of the essential elements in the thought of the exponents of classical and neoclassical economics and modern macroeconomics.

Prerequisites: ECON 103, ECON 104

ECON 477

Contemporary Economic Issues

Three Credits LA

Restricted to seniors. An integrative course which requires the student to relate his or her knowledge of economics to the broader issues studied in the Core/LS program. This is accomplished by the student's examination of a contemporary economic problem in a major research paper. The student's paper must reflect a theme or hypothesis which is rigorously analyzed and orally presented to invited faculty in a seminar format. Offered every spring.

Prerequisites: MATH 115 or MATH 241, and MATH 130, ECON 303, ECON 304

EDUCATION

EDUC 091

Fieldwork in Education

No Credit

Participation in the teaching-learning process in a school or other educational setting. This is a required exploratory experience for candidates who are enrolled in the childhood education program and a prerequisite for admission to Psycho-Ed Assessment of Educational Handicaps and the 200-level methods courses. Fieldwork required.

EDUC 101

Foundations of Education

Three Credits LA

This course examines the evolution of education in the United States and the role of the teacher in the educational process. Contemporary educational thought and policy are studied, as well as the standards and expectations of the teaching profession, organizational patterns of schools, and the intellectual foundations upon which the practice of education rests. Course content and required fieldwork will assist candidates in assessing their commitment to, and readiness for, teaching.

EDUC 140

Introduction to Bilingual Studies/ TESL

Three Credits

A study of the theoretical aspects of bilingual education (historical, sociological, linguistic, psychological, educational and philosophical) and the teaching of English as a second language. Offered when there is sufficient interest.

Prerequisite: Completion of the Core/LS writing requirement.

EDUC 150

Learning Through Technology

Three Credits LA

This course critically examines the role of technology in the classroom and its application to various teaching and learning needs. Candidates will learn to differentiate among electronic resources to satisfy specific information needs, including analysis of quality and applicability of sources using the resources of the Marist College Library.

EDUC 241

Mathematics for Elementary Teaching: Content and Methodology for General and Special Education

Three Credits

The purpose of this course is to develop the candidate's competency to teach mathematics to elementary-school children, 1-6, including those children with cognitive and behavioral deficits that require a modified educational program. Manipulative laboratory activities and lectures are used to study content, methods, and materials as they relate to the sequential nature of mathematics and to cognitive development. Special emphasis is placed on diagnostic and remedial skills drawn from a broad psychological and theoretical base. Candidates have the opportunity to plan, implement, and assess their mathematics teaching in appropriate classroom settings through the required fieldwork. Open only to enrollees in the Childhood Education/Students with Disabilities 1-6 Program.

Prerequisites: PSYC 207, PSYC 208, PSYC 317

EDUC 242

**Science for Elementary Teaching:
Content and Methodology for General and Special Education**

Three Credits

The purpose of this course is to develop the candidates's competency to teach science to elementary-school children, 1-6, including those children with cognitive and behavioral deficits that require a modified educational program. Manipulative laboratory activities and lectures are used to study content, methods, and materials. Methods of instruction emphasize an inquiry approach, encouraging candidates' active involvement with the concepts of science utilizing everyday materials. Candidates have the opportunity to plan, implement, and assess their science teaching in appropriate classroom settings through the required fieldwork. Open only to enrollees in the Childhood Education/Students with Disabilities 1-6 Program.

Prerequisites: PSYC 207, PSYC 208, PSYC 317

EDUC 243

**STEM I for Elementary Teaching: Science, Technology,
Engineering, and Mathematics for General and Special Education**

Three Credits

The purpose of this course is to develop the candidate's competency to teach science, technology, engineering, and mathematics (STEM) to elementary school children, 1-6, including those children with cognitive and behavioral deficits that require a modified educational program. Manipulative laboratory activities and lectures are used to study content, methods, and materials. Methods of instruction emphasize problem solving and inquiry approaches, encourage content integration and authentic experiences with the subject matter, and foster collaboration and active engagement. Candidates have the opportunity to plan, implement, and assess STEM lessons in appropriate classroom settings through the required fieldwork.

Prerequisites: PSYC 207, 208, and 317

Co-requisite: STEM II for Elementary Teaching

EDUC 244

**STEM II for Elementary Teaching: Science, Technology,
Engineering, and Mathematics for General and Special Education**

Three Credits

The purpose of this course is to develop the candidate's competency to teach science, technology, engineering, and mathematics (STEM) to elementary school children, 1-6, including those children with cognitive and behavioral deficits that require a modified educational program. Manipulative laboratory activities and lectures are used to study content, methods, and materials. Methods of instruction emphasize problem solving and inquiry approaches, encourage content integration, and foster collaboration and active engagement. Candidates plan, implement, and assess STEM lessons in appropriate classroom settings through the required fieldwork. Students must enroll in STEM I and STEM II concurrently. The emphasis in STEM II is content integration in conjunction with science and engineering instruction.

Prerequisites: PSYC 207, 208 and, 317

Co-requisite: STEM I for Elementary Teaching

EDUC 340

Introduction to Early Childhood Education (Birth-Grade 2)

Three Credits LA

This course focuses on concepts and foundations of early childhood education from infancy to grade two with special attention paid to the child from birth to eight years of age. Candidates will examine early childhood environments, linguistic and cultural diversity, early language and learning in family, school, and community settings. Topics include: types of programs and differing philosophies, early childhood development and learning theory as it pertains to teaching preschool through grade two and the role of the teacher and student in preschool and primary classrooms. This course will prepare teacher candidates to work the Birth through Grade two population. Fieldwork required.

Prerequisites: EDUC 101, EDUC 150, PSYC 208

EDUC 350

**The Teaching of Language Arts:
Processes and Strategies for General and Special Education**

Three Credits

This course examines the nature and process of reading and language development from both a theoretical and practical base. Candidates will explore approaches for teaching reading and become familiar with strategies for learning how to read and write. The course focuses on the basic knowledge and skills necessary for teaching language arts effectively. Special emphasis will be placed on research-based instruction appropriate for all learners, including English language learners, in a balanced literacy program. Fieldwork required.

Prerequisites: PSYC 207, PSYC 208, PSYC 317

EDUC 351

Literacy, Learning and the Arts in the Social Studies Curriculum

Three Credits

This course provides an overview of methodologies for teaching social studies and content-area reading to all elementary-education children including those in need of extra support. Candidates will learn how to integrate social studies, language arts, mathematics, science, and fine arts into the elementary curriculum; experience a variety of effective teaching strategies for social-studies instruction; learn how to reinforce the language arts through the social-studies curriculum; develop skills and strategies that promote cooperation and individualized instruction in differentiated classrooms; articulate theories on multicultural education.

Prerequisite: EDUC 350

EDUC 352

Assessment and Remediation of Reading and Writing

Three Credits

This course focuses on assessment and intervention techniques for the less-successful reader and writer. The course provides current views of informal assessment, and offers and engages candidates in a thoughtful and reflective look at planning and teaching literacy lessons for children with a variety of literary needs. Fieldwork required.

Prerequisites: EDUC 350, EDUC 351

EDUC 354

**The Teaching of Language Arts:
Literacy Instruction for Adolescence Education**

Three Credits LA

This course will address the learning processes and strategies needed to support the literacy development of adolescents. Candidates will explore the theories of reading and writing, instructional materials, planning techniques, remedial strategies, and support practices for the general and special-needs populations. Special emphasis will be placed on the principles of sound teaching for all learners, including English language learners, in an integrated, literature-based classroom. A minimum of 10 hours of fieldwork is required. Not to be taken concurrently with EDUC 355.

Prerequisite: PSYC 207 or EDUC 372

EDUC 355

Teaching Reading and Writing in the Content Areas

Three Credits LA

This course emphasizes adolescence education teaching methods (grades 7–12) for reading, writing, and study skills in English, mathematics, social studies, science, and other subject areas. Attention is given to: (a) principles of reading and writing processes, (b) techniques that develop learning strategies that facilitate reading, writing, and learning through content areas, (c) assessment practices that analyze text materials and student progress, as well as (d) content area modifications for special-needs students including those who speak English as a second language. A minimum of 10 hours of fieldwork is required. Not to be taken concurrently with EDUC 354.

Prerequisites: PSYC 207 or EDUC 372

EDUC 357

Children's Literature as Mentor Text: An Inquiry Approach to Genre Study

Three Credits LA

In this course, children's literature will be examined through genre study, a process that focuses on analyzing the different characteristics of genres using mentor texts. Mentor texts are the books instructors use as models for teaching to specific reading and writing goals. How texts are organized, why specific language is used, and what particular words signal specific structural patterns are a few of the characteristics that will be examined. Types of fiction and nonfiction, poetry, plays and the like will be studied. Candidates will learn how to engage children in inquiry learning about genre. They will also learn how to help children utilize their learning in strategic ways that will foster a deeper understanding of reading comprehension and the writing process.

Prerequisites: EDUC 350, PSYC 208, PSYC 207, PSYC 317

EDUC 373

Principles of Teaching Students with Special Needs

Three Credits

This course introduces candidates to the basic principles of instruction and classroom management, and helps them acquire teaching skills that, while appropriate and useful for all children, are essential for helping children with special needs to learn. Strategies for students who have intellectual disabilities, specific learning disabilities and behavior disorders are emphasized. Candidates learn about the major research efforts that form the foundation of the body of professional knowledge in teaching, examine the generalizations and principles that are drawn from the research findings, and begin to use these principles in small-group teaching experiences with their peers and in class discussions of teaching cases. Fieldwork required.

Prerequisites: PSYC 317, PSYC 207 or EDUC 372, PSYC 208

EDUC 374

Curriculum Strategies for Students with Special Needs

Three Credits

This course is an introduction to content-specific strategies for teaching reading, math, and language arts to children with special needs. Approaches for students who have learning disabilities, behavioral disorders, and mental retardation are emphasized. Candidates will learn to prepare an Individualized Education Plan, to modify instructional materials to meet the needs of individual learners, to incorporate educational technology into teaching, to use curriculum-based assessment strategies, and to teach in ways that promote cognitive skill development. Fieldwork is required.

Prerequisite: EDUC 373

EDUC 376

Behavioral Management Theories and Strategies for Students with Special Needs

Three Credits LA

This course covers a broad conceptual and practical perspective in behavior analysis within the classroom setting. Terminology and techniques utilized in understanding, analyzing, managing, and changing behavior are presented. Candidates will learn about State and Federal special-education law, and the principles necessary to establish a safe and nurturing learning environment that engenders the respect to foster a community of learners. Fieldwork required.

EDUC 379

Culturally Responsive Education

Three Credits LA

This course helps educators understand the role of culture in teaching and learning, and teaches the principles and practices of culturally responsive education for students who are members of non-dominant cultural groups. Cultural immersion experiences allow educators to develop the knowledge and appreciation of the target culture that is needed to plan culturally relevant curriculum and instruction and to create learning environments in which cultural and linguistic diversity are valued.

EDUC 392

Special Topics in Education

Three Credits

"Special topics" courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: Permission required

EDUC 410

Participation/Observation in the Secondary Schools

One Credit

A field experience which precedes the student teaching semester. Introduces the teacher candidate to the secondary school. Extensive classroom observations, related non-instructional activities, participation in the general activity of the secondary school. Open only to candidates enrolled in the secondary-education program.

Corequisite: Subject area teaching methods course

EDUC 420

Methods of Teaching Social Studies in Secondary Schools

Three Credits

Seeks to identify and demonstrate teaching techniques for secondary social-studies classes. Candidates must prepare demonstration classes using innovative teaching techniques and are responsible for preparing one taped TV lecture on which other members of the class offer critical comment. Discussions concern topics such as teaching controversial issues, social studies in the total curriculum, values and objectives in the social studies, and others. The course is organized around the teaching unit and its construction.

Corequisite: EDUC 410

EDUC 422

Methods of Teaching Science in Secondary Schools

Three Credits

A course concerned with objectives; classroom strategies and procedures; preparation of unit and lesson plans; use of demonstration; student laboratory experiences; science curriculum and evaluation; choosing texts and reference materials; use of visual aids; programs for advanced students; testing; construction and evaluation of classroom tests.

Corequisite: EDUC 410

EDUC 424

Methods of Teaching Mathematics in Secondary Schools

Three Credits

The course focuses on current trends in mathematics education, including studies of analytical reasoning and problem-solving strategies, real-world applications of mathematics, and interdisciplinary approaches to teaching mathematics. A study of secondary-level mathematics syllabi will also include ways of restructuring instruction and evaluation in light of the curriculum and evaluation standards of the National Council of Mathematics Teachers (NCMT). Candidates will design demonstration lessons and tests on specific topics.

Corequisite: EDUC 410

EDUC 426

Methods of Teaching Languages in Secondary Schools

Three Credits

A general discussion on lesson and unit planning, motivational techniques, classroom management, evaluation techniques, with more specific study of the objectives of foreign-language study, recent trends and developments in language teaching, and techniques in teaching and testing, both in basic language skills and the culture, to secondary school students. The course aims to prepare, support, and provide a basis for the work of the practice-teaching experience. A demonstration mini-lesson and a unit plan and unit test are required.

Pre- or Corequisite: EDUC 410

EDUC 428

Methods of Teaching English in Secondary Schools

Three Credits

Approaches to and methods of teaching the various aspects of the English curriculum in the secondary school, unit and lesson planning, recent trends in language-arts instruction, test construction, evaluation.

Corequisite: EDUC 410

EDUC 462

Student Teaching Practicum:

Childhood Education 1–6/Students with Disabilities 1–6

Twelve Credits

For seven and one-half weeks of the semester, candidates focus on typically developing children in general education, and for seven and one-half weeks on students with disabilities. Biweekly seminars examine and analyze the interrelationships of teacher, children, and curricula as reflected in the classroom learning environment as well as explore various topics (e.g., reflective teaching, child abuse, health and safety education, violence prevention). Offered fall and spring. Permission is required. Open only to seniors who have completed the prerequisites.

Prerequisites: 300-level methods courses in the professional sequence

EDUC 464

Student Teaching in the Secondary Schools

Twelve Credits

Clinical experience in the classroom on the middle school – high school level under the supervision of the Office of Teacher Education. Full-time attendance at a secondary school is required. On-campus seminar sessions. Open only to candidates enrolled in the secondary-education program.

Prerequisites: Subject methods course, EDUC 410

ENGLISH AS A FOREIGN LANGUAGE

EFL 001

English as a Foreign Language I

Three Credits LA

This is the first in a two-level sequence that provides international students with the tools necessary to become proficient in academic and conversational English. At this level, a comprehensive approach integrating the linguistic skills of grammar, reading, writing, vocabulary, speaking, and listening is utilized. This is a required course for international students who fall within a predetermined score range on the placement examination.

EFL 002

English as a Foreign Language II

Three Credits LA

This is the second in a two-level sequence which exposes international students to the linguistic skills necessary to achieve competency in English so they may successfully complete Marist's writing requirements and participate fully in college courses. At this level, emphasis is placed on reading and writing skills with particular focus on the creation of coherent essays and research papers. This is a required course for international students who fall within a predetermined score range on the placement examination.

ENGLISH

ENG 119

Intermediate Writing for College

Three Credits LA

Intermediate Writing for College is specifically designed to prepare the student to do well in Writing for College. Activities will consist of exercises in the mechanics of writing as well as basic organization of different types of college-level essays. Reading and vocabulary skills will also be a part of the instruction. Students will also be taught Information Literacy and Presentation skills. Students are placed into this course based on writing scores on standard college entrance exams.

ENG 120

Writing for College

Three Credits LA

Writing for College is an instructional Writing Intensive course that engages with one of the following themes: Cultural Diversity (CD), Nature and Environment (NE), Civic Engagement (CE), or Quantitative Reasoning (QR). Any WI course uses writing as a way of learning; this course also teaches the fundamentals of academic writing, including documentation, and includes an academic research project as part of its set of requirements. All writing assignments are presented as process-and-product using the act of writing as a rich learning strategy. This

course not only uses writing as a mode of learning but also teaches and reinforces writing skills so that students practice writing in standard written English, focusing on the classic academic research paper. Students also learn strategies to avoid plagiarism.

ENG 150

Introduction to Theatre

Three Credits LA

Character, plot, thematic, historical and production analyses of various types of dramatic texts; understanding the work of various theatre artists; developing confident presentation skills. Offered every semester. (Fulfills Core requirement in Fine Arts. Fulfills Foundation Requirement for English major and Theatre minor.)

ENG 180

Literary Study

Three Credits LA

An introduction to terms and procedures used in the close reading, interpretation, and evaluation of literary works. Readings will be drawn from the British and American literary traditions and will be chosen to illustrate various formal, rhetorical, narrative, and generic features of literary works. The course will acquaint students with library and Internet research techniques. Offered every semester. Fulfills a Foundation Requirement for the English Major.

ENG 185

Writing as a Discipline

Three Credits LA

This is a foundation course for English majors. It provides an overview of the interdisciplinary nature of writing and its applications. Of the various approaches to the subject covered (creative, historical, cognitive, electronic), emphasis is placed on the structural to help students produce texts free of grammatical and mechanical errors. Research paper writing is an important component as well. Offered every semester. Fulfills a Foundation Requirement for the English Major.

ENG 201

Introduction to Linguistics

Three Credits LA

An investigation of the characteristics of natural languages and speech communities. Training in linguistic analysis enables the student to uncover the range of structural possibilities in human languages, e.g., pronoun restrictions in Navajo, gender markers in Japanese, upside-down language in Australian aboriginal varieties. The course allows the student to pursue questions of interest, e.g., the origin of language, language and gender, child language acquisition, and slang. Offered every year.

ENG 202

The Art of Poetry

Three Credits LA

An introduction to poetry with a focus on practical criticism: analysis of poems, acquisition of working vocabulary in description of poetic techniques, forms, and effects. Allied readings in the theory of poetry and the nature of the creative process.

ENG 205

Modern Speculative Fiction

Three Credits LA

Readings in a wide range of 20th-century science fiction and fantasy writers.

ENG 207-208-209

Mini Courses in Literature

One Credit each LA

These three one-credit, five-week courses in literature are designed especially for the non-English major. Subject matter will be different for each offering. It may introduce students to an author (e.g., Chekhov, Wordsworth, Frost), or literary work (e.g., Gulliver's Travels, Huckleberry Finn, King Lear), or theme (e.g., the immigrant experience in American literature, the idea of initiation in the short story, the idea of love in modern poetry). Three courses are scheduled during the term consecutively in the same slot so that at registration the student may select one, two, or all three of the minis.

ENG 210

American Literature I

Three Credits LA

Introduces students to a number of New World writers, from 1620 to the Civil War, placing these in the context of significant historical and intellectual movements. The course begins with Colonial writers such as Bradford, Taylor, Rowlandson, and Bradstreet, moves to the 18th-century figures such as Edwards and Franklin, and culminates with writers of the American Renaissance: Emerson, Poe, Hawthorne, Thoreau, Melville. Offered every year.

ENG 211

American Literature II

Three Credits LA

Introduces students to a number of significant American writers from the Civil War to the mid-20th century. The course begins with Whitman and includes late 19th-century writers such as Dickinson, Twain, James, Freeman, Jewett, and Adams. Readings from a variety of early 20th-century novelists, essayists, poets, and playwrights will be selected, e.g., from Chopin, Lewis, Faulkner, Gilman, Wharton, Fitzgerald, Hemingway, Cather, Anderson, Eliot, Williams, O'Neill, Baldwin. Offered every year.

ENG 212

English Literature I

Three Credits LA

A broad survey of English Literature, represented by significant texts produced from the Medieval period through the Renaissance, by authors such as the Beowulf poet, Margery Kempe, Geoffrey Chaucer, Edmund Spenser, William Shakespeare, John Milton, and Aphra Behn. Offered every year.

ENG 213

English Literature II

Three Credits LA

A broad survey of English Literature, represented by significant texts produced from the Restoration through the early 20th century, including the work of such authors as Pope, Swift, Wordsworth, Dickens, Tennyson, Yeats, and Eliot. Offered every year.

ENG 214

Religious Themes in Literature

Three Credits LA

Dual listed as REST 214

An interdisciplinary study of significant religious and theological themes in contemporary literature as they illuminate the human quest for meaning. Offered every year.

ENG 218

Grammar, Style and Editing

Three Credits LA

A foundation course for the writing major and minor. This course has two primary objectives. First, it helps students produce texts free of grammatical and mechanical errors. Next, it shows students how to manipulate sentential and textual structures for stylistic and rhetorical effects in a variety of contexts. These objectives are fulfilled through exercises and editing assignments covering the students' own writing, peer samples, and works by writers from various periods and disciplines. Offered every year.

Prerequisite: Completion of ENG 185 or permission of instructor or chairperson

ENG 220

Literature and Gender

Three Credits LA

This course will examine literary texts with special emphasis on gender issues. Questions may be raised, for instance, about gender definitions and roles, gender and language, gender as a locus of economic, political, social, or literary power. Topics will vary from semester to semester. The course may be organized around a group of writers, a historical period or movement, a genre, a theme, or a combination of these. Offered every year.

ENG 221

Themes in Shakespeare

Three Credits LA

This course focuses on the plays (and, to some extent, on the nondramatic works) of Shakespeare. It seeks to increase the students' ability to understand, enjoy, and appreciate Shakespeare's writings, and to give students greater confidence in their ability independently to assign meaning to the plays.

ENG 222

Introduction to Professional Writing

Three Credits LA

This course will introduce you to professional writing genres such as reports, proposals, presentations, letters, and memos; to professional writing style; and to research approaches and methods useful for professional writers, including logic and the effective use of quantitative information. The course will focus on equipping you with strategies to edit and revise your work to meet the standards of professional communication. Given the nature of professional writing, the course will involve both individual and collaborative work.

ENG 225

Literary Genres: Drama & Poetry

Three Credits LA

An introduction, along with ENG 235, to the various forms of literature. As such, the two courses are intended for students who wish to learn techniques of reading and interpreting literature before taking more traditional literature courses. This course will emphasize drama and poetry.

ENG 227

Acting I

Three Credits LA

Dual listed MDIA 206

To acquaint the beginning student with the basic elements of the actor's art. Physical, vocal, emotional and technical aspects of acting; theories of acting; character analysis; scene performance workshops. Offered every fall. (Fulfills Core requirement in Fine Arts. Fulfills requirement for English/Theatre major and Theatre minor.)

ENG 229

Theatre Practicum

One Credit LA

Laboratory experience in theater production, acting, and technical assignments. Students may enroll in Theatre Practicum up to three times for a total of three credits.

ENG 231

Literature of the Hudson River Valley

Three Credits LA

This course introduces students to the work of authors who lived and wrote in the Hudson River Valley from the early 19th century through the present. Offering intriguing perspectives on regional landscape, culture, and social history, the work of these writers takes us from the rural magic of the Catskill mountains (Irving's *Rip Van Winkle*) to the urban poverty of Albany (Kennedy's *Ironweed*). Students may be surprised to learn just how many notable American writers spent parts of their careers in the Hudson Valley: Edgar Allen Poe, Stephen Crane, Herman Melville, Edith Wharton, Edna St. Vincent Millay, and Djuna Barnes, for example, and recent Poet Laureate Billy Collins.

ENG 235

Literary Genres: Fiction

Three Credits LA

Along with ENG 225, this course introduces students to the various forms of literature. As such, the courses are intended for students who wish to learn techniques of reading and interpreting literature before going on to more traditional literature courses. This course places primary emphasis on short and long fiction.

ENG 240

American Short Fiction

Three Credits LA

Representative works of the 19th and 20th centuries. Writers such as Poe, Hawthorne, and Melville will be examined for their contribution to the establishment of the genre, while succeeding writers such as Jewett, Wharton, Hemingway, Salinger, Cheever, and Walker will be studied for ways in which the form has developed during the two centuries.

ENG 241

Acting II

Three Credits LA

Continuation of ENG 227 or appropriate introduction. Characterization and inner techniques based on Stanislavsky System; improvisation; textual analysis; scene work with contemporary plays. Offered every spring (Fulfills requirement for English/Theatre major and Theatre minor.)

ENG 255

Introduction to Literature: Fiction and Poetry

Three Credits LA

This course seeks to increase students' ability to understand, enjoy, and appreciate complex literary works of fiction and poetry – doing so in good part by acquainting them with a set of concepts and terms that allows them to observe and describe some of the main literary resources employed by poets and fiction writers to convey meaning.

ENG 261

Spanish Literature in Translation: The Novel

Three Credits LA

Dual listed as SPAN 222

See SPAN 222 for course description.

ENG 264

Latin American Literature in Translation

Three Credits LA

Dual listed as SPAN 220

See SPAN 220 for course description.

ENG 266

Italian-American Experience

Three Credits LA

Triple listed as HIST 266 & POSC 266

This course traces the journey of Italian immigrants from their early presence in the United States during the Revolutionary War to their evolution into Italian Americans in contemporary American society. Part of the course experience is to explore the meaning of the term "Italian American." The course will examine the themes of origins, ethnicity, gender, family, personal and group identity, and assimilation within literary, sociopolitical, and historical contexts. Course discussions will focus on conflicts with dominant cultural values in America; interactions, both peaceful and violent, with other ethnic groups; and the resources for and the obstacles to social mobility and the development of the "self."

ENG 270

Classics of Western Literature

Three Credits LA

This course examines some of the major works that form the literary tradition of Western culture. At least half of the authors will be drawn from the Pre-Christian, the Medieval, and the Renaissance periods: for example, Homer, Sophocles, Virgil, Chaucer, Dante, Shakespeare, and Cervantes. Additional reading from the post-Renaissance period may be selected by the instructor. Offered every semester. Fulfills a Foundation Requirement for the English Major.

ENG 280

Creative Writing

Three Credits LA

An eclectic approach to the creative experience, the course allows and encourages the student to try a variety of literary genres in order to understand, from a writer's perspective, the interrelationships of verse, prose, fiction, and drama. Students

may also attempt some adaptations – from their own work or the work of another. Offered every semester. (This course does not satisfy a student's Core Lit. requirement. It does, however, satisfy a student's Core-Fine Arts requirement.)

ENG 292

Special Topics in English

Three Credits LA

Identifies and explores a topic or theme in literature, theatre, or writing. The course may be used to satisfy a Core/Liberal Studies requirement in literature. Previous topics have included Black Women Writers and Civil War literature.

ENG 301

History of the English Language

Three Credits LA

A study of the development of the English language from the Old English period to the present. By applying the tools of linguistic analysis to the study of written texts, the student is able to discern general principles governing particular changes to the language. Equal attention is paid to the sociocultural and political factors contributing to these changes. By focusing on the universal conditions of linguistic change, the course prepares the student for further inquiry into the evolution of human languages. Offered in alternate years. (Fulfills the Theory requirement for English Literature and Writing majors.)

ENG 302

World Englishes

Three Credits LA

A survey of the varieties of contemporary English, their unique linguistic features and their roles in speech communities in the U.S. and around the world. Linguistic analysis of the finer features of written, oral, and electronic English is conducted through fieldwork. Depending on student interest, discussion topics may include effects of social media on English, vernacular poetry, slang, forensics, miscommunication, gender roles, Spanglish and other non-native Englishes. Coursework includes an individual project to help each student advance his/her scholarly or professional goals. Students interested in learning about linguistics, conversational analysis, communication disorders, forensics, dialectology, multilingualism, ESL education, intercultural communication, ethnography or anthropology should find this course useful. Offered in alternate years. This course fulfills the Theory requirement for the Literature and Writing concentrations.

ENG 303

Screenwriting for Film and Television

Three Credits LA

Dual listed as MDIA 301

See MDIA 301 for course description.

ENG 306

Media Performance

Three Credits LA

Dual listed as MDIA 306

See MDIA 306 for course description.

ENG 308

Literary Critical Theory

Three Credits LA

The course examines the principal movements in critical theory. Starting with Plato, Aristotle, Horace, and Longinus, it follows the development of mimetic, formal, pragmatic, and expressive theories. The last section of the course will touch on some of the new directions in criticism since 1966: feminism, deconstruction, reader response, semiotics, psychoanalysis. Offered in alternate years. (Fulfills the Theory requirement for English Literature and Writing majors.)

ENG 310

Workshop in Playwriting

Three Credits LA

Designed to help the writer explore the special nature of writing for the stage. The student-playwright will experiment with shorter and longer forms, from the scene to the full-length play. In a preliminary attempt to discover a personal voice

and style, the student will examine representational and non-representational approaches to dramatic writing. Scenes will be acted out and critiqued in the classroom, with special attention paid to suitability for production. Offered every fall.

Prerequisite: ENG 150 or ENG 280, or by permission of instructor

ENG 311

Poetry Workshop

Three Credits LA

An introduction to the craft of poetry, designed to offer students direct experience in writing poetry and to heighten their awareness of the imaginative potential of language. Students gain practice in formal elements of verse, experimenting with a wide variety of traditional and nontraditional approaches. The workshop emphasizes group discussions of the student's own work, along with consideration of various contemporary models. Offered every year.

Prerequisite: ENG 180, ENG 280, or by permission of instructor

ENG 312

Business Writing

Three Credits LA

The course shows students how to function effectively as professional writers by dealing with decision making at different stages of the writing process (brainstorming, proposing, composing, and follow-up). Students learn to be aware of the conditions in which professional writers conduct themselves, interact with clients, and coordinate their functions within the team or organization. The course introduces students to a variety of the most common types of business documents and the conventions governing their production in print and multimedia formats. Students create products for clients using desktop publishing and multimedia applications where available. The ethical dimension of communication will also be considered. It is assumed that the student enters this class with a good grasp of grammar and the mechanics of writing; the course thus proceeds with stylistic and technical issues. Offered every year.

Prerequisite: Completion of Core/LS writing requirement

ENG 318

Forms in Writing

One Credit LA

This one-credit, two-week course in writing is specially designed for the English major with a Writing Concentration. Subject matter will be different for each offering. In a workshop setting, the course will expose students to an advanced topic in one of a variety of genres, e.g., fiction, essay, poetry, or scriptwriting. Students may choose to take three of these one-credit courses to fulfill one of their three-credit writing course requirements. The course may be offered during the first, second, or third slot of the semester. Offered at least once a year.

ENG 320

English Drama I (900–1642)

Three Credits LA

A survey of drama in England, excluding Shakespeare, from its origins in the liturgy of the Medieval Church, through the English Renaissance, up to the closing of the theatres under the Puritans in 1642. Class discussions will focus not only on drama as literature but also on social history as it relates to theatre history. Works studied will represent such playwrights as Kyd, Marlowe, Jonson, and Webster. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 321

English Drama II (1660–present)

Three Credits LA

A survey of drama in England from the Restoration to the present. Class discussions will focus not only on drama as literature but also on social history as it relates to theatre history. Plays studied will represent such playwrights as Congreve, Sheridan, Goldsmith, Wilde, Shaw, Eliot, and Pinter. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 323

The Rise of the English Novel

Three Credits LA

A study of the novel form as it originated in the 18th century with Defoe and Fielding. Major emphasis is placed on the achievements of the 19th-century

novelists, such as Jane Austen, Dickens, George Eliot, Emily Bronte, and Thomas Hardy. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 324

Chaucer

Three Credits LA

A detailed examination of his shorter poems, the dream visions, Troilus and Criseyde, and the Canterbury Tales, exploring the influences of history, politics, national cultures, literary traditions, and social classes upon those texts. Offered in alternate years. (Fulfills the Single-Author requirement for English Literature majors.)

ENG 325

Shakespeare

Three Credits LA

A study of Shakespeare's art and development through a reading of selected tragedies, comedies, histories, romances, and nondramatic poetry. Offered every year. (Fulfills the Single-Author requirement for English Literature majors.)

ENG 326

The Modern Novel in English

Three Credits LA

A study of the major British, American, and Commonwealth fiction writers in English in the 20th century, including Conrad, Lawrence, Joyce, V. Woolf, Faulkner, Pynchon, Morrison, and Rushdie. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 328

Modern English and American Poetry

Three Credits LA

Reading and discussion of major English-language poets from the beginning of the 20th century to the Second World War, with emphasis on Yeats, Auden, Pound, Eliot, Frost, Stevens, and Williams. In addition to the work of individual poets, attention will be given to the nature of poetry, how form and meaning are integrated. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 329

Seventeenth-Century Literature

Three Credits LA

A detailed examination of poetry and prose of the century. The course focuses on important schools, such as Metaphysical and Cavalier; genres, such as elegies and country house poems; authors, such as Donne, Jonson, Milton, Marvell, Dryden; and periods, such as the Commonwealth and Restoration. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 331 or ENG 336.)

ENG 330

Medieval Literature

Three Credits LA

A study of literature written in the British Isles from the earliest records through the Old- and Middle-English periods up to the Renaissance, exploring the influences of history, politics, national cultures, literary traditions, and social classes upon the development of that literature. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 361 or ENG 331.)

ENG 331

Renaissance Literature

Three Credits LA

A study of the prose and poetry of the English Renaissance, exclusive of Shakespeare, and the influence upon the literature of intellectual, literary, political, historical, and cultural movements of the period. Major authors include Wyatt, Sidney, Spenser, Marlowe, Donne. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 330 or ENG 329.)

ENG 334

The Romantics

Three Credits LA

Focuses on the major works of Wordsworth, Coleridge, Byron, Shelley, and Keats, along with the revolution in poetry they helped to bring about in the early 19th century. Attention will be given to the political, cultural, and intellectual climate of the period. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 336 or ENG 335.)

ENG 335

Victorian Prose and Poetry

Three Credits LA

Poetry and nonfictional prose of the years 1830–1880 with emphasis on selected works by such authors as Tennyson, Browning, Arnold, Carlyle, Mill, Ruskin, and the Rosettis. Attention is given to the intellectual and cultural climate in which these writers worked. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 334.)

ENG 336

Eighteenth-Century England and the Colonies

Three Credits LA

A study of the representative themes and figures of both England and the New World from the late Restoration through the turmoil of the Revolutionary period. Examination of the satiric mode through writers such as Swift, Gay, Pope, and Franklin; the meditative mode, through writers such as Edwards, Thomson, Wheatley, Gray, and Cowper; the critical/biographical mode, through writers such as Johnson, Boswell, Burke, Jefferson, Paine; the dramatic mode, through writers such as Sheridan, Goldsmith, Burney, and Tyler; and the narrative mode, through writers such as Fielding, Richardson, Rowson, and Equiano. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 329.)

ENG 339

Film and Literature

Three Credits LA

Dual listed as MDIA 339

See MDIA 339 for course description.

ENG 340

American Drama I

Three Credits LA

An exploration of the origins of theater in the American colonies and its development throughout the 19th and early 20th centuries. Types of drama such as the comedy of manners, farce, melodrama, and realism will be studied in relationship to the emerging American nation and to the status of drama in both the New World and in Europe. Playwrights studied will include, as examples, Mercy Otis Warren, Royall Tyler, William Dunlap, James Kirke Paulding, Dion Boucicault, Clyde Fitch, David Belasco, and Eugene O'Neill. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 341

American Drama II

Three Credits LA

An examination of dramatic literature and theatrical innovation in America from roughly the Great Depression to the present. Along with developments in dramatic realism, the emergence of sub-genres such as expressionism, surrealism, and the absurd will be studied in relationship to both their European counterparts and the social and cultural climate of America in the last two-thirds of the 20th century. Playwrights under investigation will include, as examples, Rice, Odets, Wilder, Barry, Hellman, Miller, Williams, Albee, Hansberry, Simon, Mamet, and Shepard. Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 342

Contemporary English and American Poetry

Three Credits LA

Reading and discussion of poets who have come into prominence since World War II: Brooks, Lowell, Bishop, Plath, Hughes, Rich, Tomlinson, and others.

Attention is given to developments in form and to important postwar movements, such as the Beats and the Confessionals, as well as to attitudes and themes that give significance to the term “contemporary.” Offered in alternate years. (Fulfills the Genre requirement for English Literature majors.)

ENG 345

Modern Irish Literature

Three Credits LA

Reading and discussion of Irish literature written in the English language from the beginning of the Irish Literary Revival (late 19th century) to the present: Yeats to Seamus Heaney, Joyce to John McGahern. Readings include drama, the novel and short story, poetry, and nonfiction. Historical developments and cultural background, as these influenced the work and are reflected in it, will also be considered. Offered in alternate years.

ENG 346

American Renaissance

Three Credits LA

A study of mid-19th century American literature, approximately 1830–1860, highlighting the burst of artistic and intellectual creativity that culminated in the masterpieces of Poe, Emerson, Hawthorne, Thoreau, Melville, and Whitman. The influence of the Transcendentalist Movement on the literary, philosophical, social, and political climate of the period will be emphasized, including utopian and reformist efforts as well as the search for a national cultural identity. Writers to be studied, in addition to those named above, may include Fuller, Whittier, Bryant, Holmes, Longfellow, Douglass, Lowell, and Alcott. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 347.)

ENG 347

American Realists and Naturalists

Three Credits LA

This course will cover American literature from the Civil War to the early part of the twentieth century. It will examine the responses of American writers to the political, social, intellectual, religious, and economic upheaval following the Civil War. The course will explore the reactions to war, the emerging issues of industrialization and regional nostalgia, and the preoccupation with the “real,” imagined or otherwise, in the works of Twain, Howells, Chesnut, Chopin, Dreiser, Crane, and Wharton, among others. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 346 and ENG 348.)

ENG 348

American Modernism

Three Credits LA

A study of American literature in the first half of the 20th century, emphasizing contributions of American writers to Modernism. Readings drawn from a variety of genres will illustrate the richness and diversity of the era, which was characterized above all by rapid social change. The cultural impact of significant political events and social or artistic movements will be examined, e.g., two world wars, the Great Depression, the Jazz Age, the Women's Suffrage Movement, the Harlem Renaissance, the Armory Show, expatriotism. Writers to be studied typically include some of the following: Dreiser, Wharton, Lewis, Anderson, Hemingway, Stein, Sandburg, Fitzgerald, Faulkner, Hughes, Hurston, Cather, Eliot, Williams, O'Neill, Pound, Millay, Stevens, H.D., Porter, and Ellison. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 335 or ENG 347.)

ENG 349

Acting III

Three Credits LA

Advanced performance techniques in classic and modern styles. Revolving course topics include Character Study, Stage Movement, Period Styles and Voice & Diction. Offered every fall. (Fulfills requirement for English/Theatre major and Theatre minor.)

Prerequisite: MDIA 206/ENG 227 Acting I or ENG 241 Acting II, or permission of instructor. Juniors and Seniors only.

ENG 350

Directing

Three Credits LA

Dual Listed as MDIA 350

Investigation of the principles basic to directing for the stage; play analysis for production, problems in staging, working with actors; the role of the director as collaborator and leader; a direction of a final scene. Offered every spring. (Fulfills requirement for English/Theatre major and Theatre minor.)

Prerequisite: MDIA 206/ENG 227 Acting I or ENG 241 Acting II, or permission of instructor. Juniors and Seniors only.

ENG 351

Composition Theory

Three Credits LA

This course covers the main elements of English composition theory starting from ancient rhetorical theories to contemporary, modernist, postmodernist, cognitive, and expressive theoretical frameworks. This course will also touch on present-day threads of composition theory, including feminist rhetoric, deconstruction, and alternative literacy; it will also explore current issues in the study and teaching of English composition. Offered every year.

Prerequisite: Completion of ENG 185 or permission of instructor or chairperson

ENG 352

Technical Writing

Three Credits LA

The student is guided through all phases of the production of technical documents, including research and visual presentation of information. The focus of the course, however, is on clear and effective technical writing. As such, writing and editing assignments are designed to help the student appreciate the special requirements of technical communication. Documents covered include usability studies, technical reports, and hypertexts. Through these assignments, the student learns to apply a variety of word-processing technologies and desktop-publishing capabilities. Students also work in teams on a client-based project. Offered every year.

Prerequisite: Completion of Core/LS writing requirement

ENG 353

Ethnic American Literature

Three Credits LA

The course will introduce students to the literary discourse of what is called ethnic literature. "Ethnic" denotes more than just a group of people with common origin; it describes a group of people united or connected by shared experiences. The course will examine such topics as ethnicity, identity, discrimination, gender, and assimilation in the experience of different ethnic groups as represented in the works of Gordon, Baldwin, Erdrich, Howe, DiDonato, Neale, Gioseffi, Kingston, Morrison, and others. It will emphasize the contributions of prominent racial and ethnic groups to the American cultural and literary scene. The course will vary from year to year and may focus on one or two authors or a particular movement. However, despite the variations, students may take the course for credit only once. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

ENG 354

British Modernism

Three Credits LA

This course examines British and Irish Modernist writers, such as Lawrence, Woolf, Joyce, Mansfield, Foster, Yeats, and Eliot. While we will undertake close textual readings, the course focuses less on determining the "meanings" of discrete texts and more on looking at theoretical issues. As such, the course will follow four strands: modernism as an international movement; the texts in relationship to the intellectual and ideological temper of the times; modernist literature in relationship to other arts of the period; modernism and literary experimentation. Offered every other year. (Fulfills the Chronological Contiguous course requirement for English Literature majors when paired with ENG 335.)

ENG 355

The History of the Modern Theatre

Three Credits LA

A study of international theater from 1870 to the present; the history of significant movements in writing, designing, directing, producing, acting, etc.

ENG 360

Ancient Greek Literature

Three Credits LA

A study of archaic and classical Greek literature in translation. Readings include the epics of Homer; the lyrics of Sappho; major tragedies of Aeschylus, Sophocles, and Euripides; a comedy by Aristophanes and the literary criticism of Aristotle. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 361.)

ENG 361

Ancient Roman and Early Christian Literature

Three Credits LA

Dual listed as REST 361

The literature of Rome from roughly 400 B.C. to 500 A.D. in translation. Readings include comedies by Plautus, Cicero's prose, poetry of Catullus and Horace, Virgil's Aeneid, and Ovid's Metamorphoses, as well as literature of the early church (gospels and epistles). The course ends by examining an author who attempts to merge Christian and pagan traditions, such as Augustine or Boethius. Offered in alternate years. (Fulfills the Chronological Contiguous Course requirement for English Literature majors when paired with ENG 360 or ENG 330.)

ENG 363

Modern Drama

Three Credits LA

An exploration of the development of modern drama through continental and global movements from the late Renaissance to the present. From Tass, de Vega, Molière through Ibsen, Chekhov, Strindberg, Brecht, Pirandello, Ionesco. From classicism and commedia dell'arte through realism, expressionism, epics, and the absurd. Nonwestern developments as well. Offered every two years. (Fulfills the Genre requirement for English Literature majors.)

ENG 370

Modern Jewish Literature

Three Credits LA

This course charts the development of Jewish literature from the late 19th century to the present. In looking at works from Europe, the United States, and Israel, the course explores the ways the Jewish literary tradition, under varied and urgent pressures, has confronted the often competing claims of nationalism, ethnicity, religious faith, cultural traditions, and the pull of modernity. The reading list for the class will include works by Franz Kafka, Isaac Bashevis Singer, Cynthia Ozick, Philip Roth, and others. Offered in alternate years. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

ENG 371

The Hebrew Bible as Literary Classic

Three Credits LA

Dual listed as REST 371

This course examines the range and variety of literary forms contained in the Bible. It seeks to identify those qualities, stylistic and conceptual, which unify this collection of ancient Hebrew writings as well as those qualities which have made the Bible an all-time best seller. Attention will be given to the historical and cultural background, but the emphasis will be upon literary and aesthetic considerations. Offered in alternate years. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

ENG 373

Literature of the Holocaust

Three Credits LA

The focus is on significant works of modern literature in fiction, drama, poetry, and autobiography which present the Nazi Holocaust as the experience of individuals: victims, perpetrators, bystanders. Themes, motifs, and images in these works will be considered, along with fundamental questions raised about

man and human life. The readings should offer a deeper understanding of a uniquely tragic event of the 20th century, one which has influenced the lives of all of us. Offered in alternate years. (Fulfills Comparative/Ethnic/National requirement for English Literature majors.)

ENG 380

Workshop in Nonfiction

Three Credits LA

Study of, and guided practice in, a variety of contemporary nonfictional forms and modes, e.g., the feature article and familiar essay, satirical and humorous writing, autobiography. More extended attention to rhetorical considerations of style, tone, and persona or voice. Offered every year.

Prerequisite: ENG 180 or ENG 280, or by permission of instructor

ENG 382

Workshop in Fiction

Three Credits LA

The student is given the freedom to explore individual potential in the writing of short fiction. Course includes workshop sessions, discussion of student work, and readings on the craft of fiction. Offered every year.

Prerequisite: ENG 180 or ENG 280, or by permission of instructor

ENG 392

Special Topics in English

Three Credits LA

Identifies and explores a literary, linguistic, theatre, or writing topic, usually more specialized than regular offerings. Previous topics have included Language and the Mind, D. H. Lawrence, American Women Poets, the Prose Poem, and Acting Shakespeare, among others. Offered at least once every three years.

ENG 403

Advanced Screenwriting

Three Credits LA

Dual listed as MDIA 401

See MDIA 401 for course description.

ENG 427

Seminar in English Literature

Three Credits LA

Advanced study of a British intellectual and aesthetic movement, or of a literary problem, theme, topic, or writer. Offered every three years.

ENG 429

Independent Research: English Literature

Three Credits LA

Offered upon request. Permission of instructor required.

ENG 435

Theatre in the Round

Three Credits LA

The course is intended for playwrights, actors, directors, and production persons who wish to meet the artistic and logistical challenges presented by performance in which the playing area is surrounded by the audience. Through a series of exercises, students will produce short scenes and one-act plays based upon original material generated by those in the class. After preparing them via workshop activities, these works will eventually be presented in appropriate spaces to an external audience. (Fulfills either upper-level writing credit for the English Writing major or Theatre Arts credit for the English Theatre major.)

ENG 440

Senior Research Methods in Literature

Three Credits LA

This course introduces students to advanced literary research methods, both those in traditional print and those in new electronic forms. In addition to becoming familiar with the essential methods of research and research tools in the field of literature, students will develop and undertake a research project that will serve as a senior thesis, in effect completing their literature specialization.

ENG 442

Independent Research: American Literature

Three Credits LA

Offered upon request. Permission of instructor required.

ENG 443

Seminar in American Literature

Three Credits LA

Advanced study of an American intellectual and aesthetic movement, or of a literary problem, theme, topic, or writer. Offered every two to three years.

ENG 451

Theatre Workshop

Three Credits LA

This workshop offers the student an opportunity to study and experience one or more of the roles of writer, actor, and/or director. The student's projects for the semester are arranged by an individual contract between the student and the instructor. Offered every year.

Prerequisite: ENG 350 or permission of instructor

ENG 477

Capping Course

Three Credits LA

A capping course required for all Senior English majors. Topics vary. Offered every year.

ENG 490

Independent Writing Project

Three Credits LA

This course is mainly for English Writing Concentration majors and minors. Students will prepare a written proposal prior to the start of class and submit it to the professor. The proposal will outline the student's writing project for the semester including expected goals and outcomes. Upon approval, the student will produce a significant portfolio of work under the tutelage of the professor. The aim of this course is to have students graduate from the program with a significant body of written work. This course may be taken instead of an internship.

ENG 497-498-499

Internship in English

Three-Six-Nine Credits

The Internship in English is highly recommended for juniors and seniors. The English Department offers three different internships that correlate well with the three concentrations in the major: Writing, Theater, and Literary Research. Each is designed to provide experience leading to a professional career, offering practical training related to the student's concentration or interests. Recent placements include advertising firms, PR consultancies, theater companies, news media, TV shows, and the college's Writing Center. The Research internship allows advanced students the opportunity to work directly with English faculty as research assistants, learning the skills necessary for graduate study, research, and teaching. Each intern compiles a portfolio of works from the assignment. The intern's training is supervised by the employer on site as well as by the internship coordinator on campus. Internships in writing fulfill part of the upper-level writing major and minor requirements. Available every semester.

Prerequisite: Permission of internship coordinator

ENVIRONMENTAL SCIENCE & POLICY (ES&P) COURSES

ENSC 101

Introduction to Environmental Issues

Three Credits LA

Examines natural systems, adverse impacts of human activities upon these systems, and how society deals with these impacts. Topics may include ecology; biodiversity; forests and deforestation; human population growth and control; food production and world hunger; energy resources; and water and air pollution. In addition to the science of these topics, related politics, economics, and ethics are discussed. Offered each semester.

ENSC 125

Field and Lab Experience

One Credit LA

A diversity of experiences will complement and add to topics covered in ENSC 101 lecture. These will provide tangible examples of the scope of environmental science and policy, ranging from developing observation skills in the natural world, field and lab measurements and experimentation, and practical applications in utilities and other organizations.

ENSC 202

Environmental Politics and Policy

Three Credits LA

Dual listed as POSC 202

The nature, composition, and organization of parties and pressure groups; the role played by these two forces in the political process; history and programs of parties and pressure groups will be analyzed. Also the nature of contemporary voting behavior is examined.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisites: ENSC 101, POSC 110

ENSC 210

Introduction to Geology

Three Credits

This course focuses on Earth's geologic resources and how they influence man's use of the physical world. Topics include plate tectonics; earthquakes; rock and mineral formation; weathering and erosion; groundwater and surface water; stratigraphy and energy resources; glaciation and geologic history. Students make observations and measurements and translate them into meaningful data from which inferences can be drawn. Through hands-on experience, students gain skills of map reading, identification of minerals and rocks, interpretation of geologic and topographic maps.

Prerequisite: ENSC 101

ENSC 212

Introduction to Geology Laboratory

One Credit LA

Laboratory to accompany ENSC 210.

Corequisite: ENSC 210

ENSC 230

Introduction to Geographic Information Systems

Three Credits LA

This course will provide an introduction to Geographic Information Systems. A Geographic Information System is a series of tools to create, edit, maintain, and analyze maps and data about features that occur over a specific geographic area. The course will detail the terminology, concepts, and applications that are commonly used with GIS. Hands-on training will be provided in the labs for input and edit functions, ad hoc query and analysis functions, and facilities-management functions.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ENSC 101

ENSC 305

Environmental Economics

Three Credits LA

Dual listed as ECON 305

A policy-oriented examination of the relationship between the economy and the natural environment. Topics include the environmental consequences of economic growth and development; the labor market impacts of environmental legislation; and the economic theories of "public goods" and "social costs."

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ECON 103

ENSC 306

Environmental Health

Three Credits LA

This course explores the relationship between the environment and human health, and what people can do to protect and enhance their physical well-being while,

at the same time, have a positive influence on the quality of the environment. The course is designed to familiarize students with the field of environmental health, the common problems encountered by people in this profession, and the basic scientific and technical reasoning used in addressing those problems. Emphasis is on providing a general understanding of how environmental factors are involved in the transmission of communicable diseases and the health hazards resulting from exposure to chemical and physical materials in our environment.

Prerequisite: BIOL 130 or BIOL 101 or ENSC 101

ENSC 308

Introduction to Occupational Safety and Health

Three Credits LA

In 1970 the federal Occupational Safety and Health Act (OSHA) was passed. Employers have been required since then to provide a safe and healthy workplace for their employees. Knowledge of these standards is important when applying for employment in science and business. This course will provide knowledge of those standards including hazard communication, laboratory safety, safety and health management, blood-borne pathogens, and personal protective equipment. Upon completion of this course, students will receive the OSHA 30-hour training certificate for General Industry.

ENSC 309

Environmental Chemistry Laboratory

One Credit LA

Dual listed as CHEM 309

A laboratory course designed to provide the student with experience using the standard instrumentation involved in chemical analysis of the environment. The instrumental techniques used include UV/Visible spectrophotometry, flame and furnace atomic absorption spectrophotometry, and gas chromatography.

Prerequisites: CHEM 131, CHEM 132, and CHEM 202 or CHEM 215-216

Corequisite: ENSC 310

ENSC 310

Environmental Chemistry

Three Credits LA

Dual listed as CHEM 310

This course includes detailed coverage of water, soil, and air environments. It is designed to provide the student with an understanding of the reactions, transport, and effects of naturally occurring chemical systems. The major anthropogenic pollutants and their effects upon the environment will also be studied.

Prerequisites: CHEM 131, CHEM 132, and CHEM 201 or CHEM 211

ENSC 313

Environmental Microbiology

Three Credits LA

This course is an extension of basic microbiological methods for analyzing environmentally important processes. Since many of the functions of ecosystems are governed by microorganisms, the microbiota are likely to be key indicators of environmental impacts. Topics in this course include microbial diversity, ecological parameters affecting microorganisms, population interactions, and applied aspects of microbial ecology. *Two-hour lecture, three-hour lab per week.*

Prerequisite: BIOL 312

ENSC 315

Natural History of the Hudson Valley

Three Credits LA

A field-based course providing familiarity with identity and ecology of local flora and fauna and the environments in which they exist. Species diversity of major groups of organisms, e.g., trees, birds, fish, and insects will be explored through field observations and collections. Special emphasis is placed upon three identifications using multiple features, e.g., bark, seeds, buds, fragrance, as well as foliage. Observations are conducted on campus at Fern Tor and at various natural sites in the mid-Hudson Valley. Students must be in good health, able to work outdoors for 3-4 hours under varied physical conditions, and take all necessary precautions. Students spend additional field time independent of class time.

Prerequisite: One college-level environmental science or biology course

ENSC 327

Freshwater Ecology

Three Credits LA

Dual Listed as BIOL 327

Examines the dynamics and structure of freshwater ecosystems. Physical and chemical characteristics are described, and how they affect life in these ecosystems. Interactions between producers and consumers are also studied, to understand how energy and nutrients flow through interconnected food chains. The complex and highly relevant connections between water bodies and their surrounding lands are emphasized. Lab includes field trips to interesting sites. Students learn methods and operation of equipment used by professional aquatic biologists for collecting and analyzing chemical and biological samples. Laboratory work concentrates on analyses of samples collected in the field, producing data that are summarized and evaluated.

Prerequisites: BIOL 130-131 and at least one semester of chemistry with lab

ENSC 330

Advanced Geographic Information Systems

Three Credits LA

Students will gain an in-depth understanding of the architecture of specific GIS solutions and the issues and procedures facing users. Upon completion of this course, the student should be able to: understand various GIS architectures; understand, contrast, and articulate the benefits of one GIS architecture vs. others; understand in detail the data conversion process; learn applications and input data; complete a GIS research project.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ENSC 230

ENSC 340

Epidemiology

Three Credits LA

Emphasis is placed on the principles and methods of epidemiologic investigation, appropriate summaries and displays of data, and statistical approaches to describe the health of populations. Topics include the dynamic behavior of disease and methods to measure as well as the ability to describe the extent of disease problems. Designs for investigating associations between risk factors and disease outcomes are also introduced. Application in the areas of health services, screening, genetics, and environmental policy are presented.

ENSC 360

Ecology: Principles & Practice

Four Credits LA

Dual listed as BIOL 360

This course involves the study of the interrelationships among organisms and with their environments. Topics include organism responses to physical and chemical conditions, population growth and regulation, intra- and interspecific competition, herbivory, predation, parasitism, mutualism, community structure, ecosystem productivity, nutrient cycling, and decomposition. *Three-hour lecture per week, three-hour fieldwork/lab per week.*

Prerequisites: BIOL 130-131; one semester of college CHEM with Lab; MATH 130. Junior or senior standing recommended

ENSC 380

Principles of Environmental Assessment

Three Credits LA

The purpose of this course is to examine the NEPA- and NYS SEQRA-based approaches to environmental impact assessment. Students will learn how to design a statistically acceptable monitoring program; how to collect samples; how to prepare and preserve samples for analyses; and how to interpret environmental data in the assessment of impacts.

Prerequisites: ENSC 101, BIOL 360, MATH 130, and one semester of college chemistry lab

ENSC 398-399

Internship

Three Credits each

The internship is designed to be a pre-professional work-related experience at an off-campus location. Generally taken in the junior or senior year, placements may be obtained within scientific, governmental, or advocacy organizations or

with private consulting firms and environmental laboratories. The student intern will be supervised by an on-site professional and by the Environmental Science & Policy internship coordinator. Internships must be approved by the Program Director and the Office of Career Services prior to their commencement.

ENSC 401-402

Special Topics in Environmental Science I-II

One-Three Credits LA

These courses provide an upper-level experience for Environmental Science & Policy majors, and deal with specialized areas such as environmental management and regulation, the politics of environmental control, environmental planning, etc. The instructor determines the one topic that will be explored during the semester. The topic will be announced before registration. Hours per week vary with credits.

Prerequisites: ENSC 101 and possibly others

ENSC 404

Environmental Toxicology

Four Credits LA

This course will introduce students to the methods involved in measuring toxic effects of chemical and/or physical agents on living organisms. Students will become familiar with toxicant detection in environmental samples; the effects of toxicants on test organisms; risk associated with different exposure levels; and the relationships between toxicant levels and the regulatory criteria for those toxicants. Basic metabolic, physiological, and pharmacological concepts will be used to explain the fate of toxicants in the body, with emphasis on transformation, carcinogenesis, and mutagenesis. *Three-hour lecture, three-hour laboratory per week.*

Prerequisites: BIOL 130-131 and CHEM 131-132

ENSC 415

Environmental Science & Policy Seminar

One Credit LA

This discussion-based course serves as a forum for students from the Science and Policy concentrations to discuss their perspectives with each other and with faculty. The instructor will choose a theme to guide readings and discussions. Students and the materials they choose will be the primary sources of information. Learning will occur largely through questioning, reasoning, synthesis, and discussion, rather than simply by absorbing information.

Prerequisite: Junior standing in Environmental Science & Policy

ENSC 420

Environmental Planning

Three Credits LA

Dual Listed as POSC 420

This course will cover the constitutional principles, values, and socioeconomic impacts affecting planning; basic planning, land-use, and development practices such as environmental impact statements, master plans, citizen participation; and issues facing environmentally sound planning today.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisites: ENSC 101 and POSC 240, or permission of the instructor

ENSC 425

Environmental Law

Three Credits LA

An overview of current environmental law issues, including impact review, air and water quality, solid and hazardous waste, and toxic substances. Emphasis on federal and state statutory and regulatory requirements, and case-law interpretation.

(Does not fulfill Core/LS Natural Science requirement.)

Prerequisite: ENSC 101

ENSC 426

Seminar in Environmental Investigation and Remediation

Three Credits LA

Contamination of environmental media (soil, water, soil gas, etc.) may result from a variety of human activities and represents a threat to the usability of property, the vitality of ecosystems, and the health of humans. This course will explore the complimentary topics of environmental investigations and contaminant responses

(e.g., “remediation”). The course objectives are for students to become familiar with the spectrum of investigative techniques for each media, to appreciate the limitations of contaminant delineation, and to gain a basic understanding of a broad range of remedial actions (both their potential and their limitations). This course will utilize data from actual regulated sites, which provide greater details on various classroom discussion topics, offering students the opportunity to more fully comprehend the challenges of decision-making in an imperfect world. Students will be responsible to work both independently and in groups during the semester.

ENSC 440-441

Research I–II

Three Credits each LA

Students conduct research in Environmental Science or Policy under the direction of a faculty member. Students make individual arrangements with a faculty member to plan and conduct the study. At the end of her/his work, a written report and a public seminar are presented by the student, which may include presentation at a scientific conference.

Prerequisite: Permission of the Chair of Environmental Science & Policy

ENSC 477

Environmental Science and Human Values

Three Credits LA

This is the capping course in Environmental Science & Policy. The course examines the moral implications of human attitudes regarding other species and the environment. This course explores the historical roots and current world views that have generated the present state of widespread environmental degradation. The interrelationship of ecology, economics, sociology, and ethics will also be studied.

Prerequisite: Senior standing

FASHION DESIGN AND FASHION MERCHANDISING

FASH 100

Fashion in Culture & Commerce

Three Credits LA

This course explores fashion within the arenas of culture and commerce. It provides students with industry theory, terminology and structures, while examining the historic role, evolution and social dimensions of fashion (particularly in regard to the role of women in society), the interplay of Eastern and Western design aesthetics in modern fashion, iconic design, the role of celebrity in modern fashion, and the way in which fashion trends mirror contemporary values and culture. Issues discussed include ethics, art and architectural movements, sustainability, labor and safety practices, environmental support, and globalization.

FASH 126

Creative Process

Three Credits

This introductory course acquaints students with the professional materials, tools and techniques required for the successful construction of inspiration, mood and concept boards for the presentation process required in the contemporary fashion industry. Exploration of materials, tools and techniques include: The vast array of papers and composite boards that are available for use, the drawing mediums of crayon, pencil and ink, the color mediums of gouache, watercolor and marker, brushes, adhesives and their properties and uses, cutting tools, cutting mats, erasers, burnishers and fixatives. In addition, the student will be introduced to fundamental design concepts: Focus, color, line, space and movement, light and texture, perspective and illusion, informing the goal of a dynamic, communicative and inspiring composition. FD Majors only.

FASH 130

Fashion Figure Drawing

One Credit

This entry-level drawing class studies the elements of the figure in fashion proportion and in fashion poses. Students work to develop a personal line, style and personality in figure presentation. Offered in Fall semester only. FD Majors only.

FASH 131

Fashion Figure Drawing II

One Credit

This course is a continuation of FASH 130 and provides additional and extended study of the elements of the figure in fashion proportion and in fashion poses. Offered in Fall semester only. FD Majors only.

FASH 132

Fashion Figure Drawing III

One Credit

This course is a continuation of FASH 130 and provides additional and extended study of the elements of the figure in fashion proportion and in fashion poses. Offered in Spring semester only. FD Majors only.

FASH 133

Fashion Figure Drawing IV

One Credit

This course is a continuation of FASH 130 and provides additional and extended study of the elements of the figure in fashion proportion and in fashion poses. Offered in Spring semester only. FD Majors only.

FASH 140

Fashion Design I: Drawing & Color

Three Credits

Students learn to develop basic drawing skills and color theory to portray fundamental fashion figures and garment details. Offered in Spring semester only. Minimum grade of C required to take the next course in Design sequence, FASH 240.

Prerequisite: FASH 130, FASH 131, FASH 132 or FASH 133

FASH 200

Textiles: Studies & Applications

Three Credits

A comprehensive overview of the textile industry. Students develop a basic knowledge of fibers, yarns, cloth construction, finishes, and textile terminology. Theoretical knowledge is applied to fabric selection for appropriate end uses.

Prerequisite: FASH 100

FASH 210

Design Studio Techniques

Three Credits

This course is an introduction to professional construction techniques and terminology used in the apparel industry. Hand and machine sewing will be addressed as well as proper use of industrial equipment and tools. Patterns, layout, cutting and creation of first sample spec sheets will also be introduced. FD Majors Only. Minimum grade of C required to take the next course in Design sequence, FASH 230.

FASH 230

Apparel Development I

Three Credits

This course is an introduction to patternmaking and draping for apparel design. Students will learn the fundamentals of two dimensional patternmaking and three dimensional draping. The relationship between the two methods is emphasized. Fit, silhouette, proportion, fabrication, customer profile and trend analysis will also be introduced. Offered in Fall semester only.

Prerequisite: FASH 210 with minimum grade of C

FASH 231

Apparel Development II

Three Credits

This course is a continuation FASH 225. Advanced patternmaking and draping techniques are covered with a focus on body contouring and soft silhouettes. Advanced construction and fitting techniques are also covered. Offered in Spring semester only.

Prerequisite: FASH 225 with minimum grade of C

FASH 235

Fashion Trend Forecasting & Analysis

Three Credits

In this course students will learn the mechanics of trend and its function in the business of fashion. This course addresses the identification, gathering, communication and presentation of trends as the responsibility and procedures of the fashion forecaster. Students will use consumer-insight techniques to understand and track trends and use them to inform their research, design and product development.

Prerequisite: FASH 100

FASH 240

Fashion Design II: Presentation

Three Credits

Students develop advanced drawing techniques by rendering various fabric textures, colorations, prints, and weights. Students begin to design themed collections from inspiration to final presentation. Students also prepare technical flats and supporting materials to help communicate their designs. The ability to professionally present their work is emphasized. Offered in Fall semester only.

Prerequisite: FASH 140 with minimum grade of C

FASH 245

Digital Fashion Design I

Three Credits LA

This course is an introduction to basic tools and techniques of digital media design as related to the contemporary fashion industry. Adobe® Illustrator and Photoshop, as universal platforms, are examined in depth. Projects and weekly assignments are designed to give the student an understanding of the differences between these two interfaces and the distinction of their uses as an object/vector oriented program (Illustrator) and an image/raster oriented program (Photoshop). FD & FM majors or minors.

FASH 265

Retailing Principles & Practice

Three Credits

This course is designed to provide an introduction and overview of the various types of retail organizations. The buying cycle is analyzed as a series of strategic decisions made by retail managers in order to communicate more effectively with their customers through the utilization of multi-channel retailing opportunities and the identification of potential target markets through the analysis of demographics and psychographics. SWOT is introduced as a tool for understanding and positioning retailers in today's competitive marketplace.

Prerequisite: FASH 100

FASH 266

Writing for Fashion

Three Credits LA

This course combines instruction in the unique nature of fashion writing with the fundamentals of fashion magazine production. Emphasis is placed on identifying audience, choosing powerful content and telling the story of the Marist Fashion Program through both written and visual means. Students can elect to specialize in writing, art direction or layout. Permission of instructor required.

FASH 267

Textile Design

Three Credits

This course will encompass the hand printing techniques for textile design with an emphasis on silk screening for ready-to-wear fabrics. Techniques covered will include: batik, hand painting, stenciling, block and placement printing. Special techniques for appliqué, devoré, embroidery, pleating and smocking will also be covered.

Prerequisite: FASH 200

FASH 268

Digital Fashion Design II

This advanced digital course explores in depth the tools and techniques of digital media design as related to the contemporary fashion industry. Using Adobe® Illustrator and Photoshop, it is designed toward the rendering of mood and inspirational graphic layouts for presentation to the industry including: target

market assessment, seasonal color stories and commercial trends. Projects and weekly assignments seek high communicational values, intensive research and critical analysis of the market.

Prerequisite: FASH 245

FASH 269

Visual Merchandising

Three Credits

This course introduces the student to the display, theories, and processes of visual merchandising presentation in retail, showroom and other fashion settings. Students will learn interior and exterior merchandise presentations and image displays, and be able to conceptualize, execute, install and critique projects within the context of group participation and effort.

Prerequisite: FASH 100

FASH 261

Event Planning

Three Credits

This course introduces students to special event planning processes and techniques. Emphasis is on creating, organizing, identifying sponsors for, marketing and implementing large-scale events for the community or businesses. Topics to be explored include vendor interaction, contracts, fundraising, budgeting, ethics and other aspects. When possible, students will organize an actual event.

Prerequisite: FASH 100

FASH 295

Fashion Show Production

Three Credits

This course provides hands-on experience in the functions and procedures of professional fashion show production. It analyzes the promotional and selling importance of fashion shows for manufacturers and retailers. Students, in committee groups, apply the theoretical material to producing a full-scale fashion show that showcases student designs. Offered in Spring semester only. Permission of Program Director required.

Prerequisite: FASH 100

FASH 300

Product Development

Three Credits

Presents an overview of apparel manufacturing and product development focusing on the function and practices of product development from concept to delivery. Topics include: supply chain management, understanding and defining the target market, researching fashion trends from color and fabric to silhouette, specing, construction, quality control, sourcing and costing.

Prerequisite: FASH 200, FASH 245

FASH 304

Merchandise Planning & Control

Three Credits

This course provides an in-depth analysis of the mathematical concepts and calculations involved in profitable merchandising. Students work with actual retailing scenarios to apply merchandising formulas such as profit and loss, open-to-buy, mark-up, stock turnover, and the retail method of inventory.

Prerequisite: FASH 265

FASH 306

Sustainability in Fashion

Three Credits LA

A survey of contemporary issues related to sustainability and the global fashion industry. Through readings, film and experiential activities, students explore the human, ecological and economic costs associated with the current system and generate solutions with both immediate and long-term applications.

FASH 310

Apparel Development III

Three Credits

Students learn design, draping, patternmaking, fitting and construction techniques with a concentration on tailored sportswear. Offered in Spring semester only.

Prerequisite: FASH 231 with minimum grade of C

FASH 315

Retail Entrepreneurship I

Three Credits

This course will allow students to delve into the nuances of retail entrepreneurship. Students will gain an understanding of all steps required to develop a business plan, as well as running and maintaining a retail fashion boutique.

Prerequisite: Permission of instructor required.

FASH 318

Apparel Supply Chain Management

Three Credits

An examination of the role of the merchandiser in the apparel production process will introduce a study of the supply chain and its management. Topics to be covered in detail throughout the course include purchasing fabric and trims, single and blended production sourcing, tooling up the factory, steps in garment construction, costing the garments in single and multiple factories, compliance, traffic and logistics, and customs.

Prerequisites: FASH 300

FASH 325

Private Label Development

Three Credits

Using the knowledge they have in research principles and theories from prerequisite study of product development, retailing, textiles, computer assisted design, and other merchandising courses, students will solve problems from the perspective of a buyer/product developer for a retailer. Topics include defining the customer, brand development or expansion, and understanding gross margin.

Prerequisite: FASH 300

FASH 341

Fashion Branding & Licensing

Three Credits

This course considers the importance of the branding and licensing of goods and services sold in today's global marketplace with particular emphasis on the business of fashion design and merchandising. Topics discussed will include brand development, brand evolution, and brand strategy as well as the key intellectual property factors of patents, trademarks, and copyright. Guest speakers will help demonstrate the practical solutions that designers and creators of original material utilize in order to achieve artistic and financial success. Students will develop a clear understanding of the impact of brands and licenses on media, advertising, and fashion in today's society.

Prerequisite: FASH 265

FASH 345

Fashion Design III: Design Workshop

Three Credits

This course builds on the skills taught in the previous two classes in this cycle. Students continue to design themed collections with emphasis placed on producing professional quality presentations. Students also prepare technical and designer flats as well as three-dimensional supporting material to inform their designs. Offered in Spring semester only.

Prerequisite: FASH 240 with minimum grade of C

FASH 355

Buying, Planning & Allocation

Three Credits

This course explores the scope of responsibilities for a buyer in today's competitive retail industry. Through the development and understanding of a company's financial 6 month buying plan, the student gains understanding of assortment planning, allocation, sales, promotion, merchandise procurement and the buyer/vendor relationship.

Prerequisites: FASH 265, FASH 304

FASH 367

Advanced Fashion Show Production

Three Credits

Students expand upon knowledge gained in FASH 295/Fashion Show Production to become specialized leaders for publicity/promotion, backstage or front-of-house teams for the production of the annual Silver Needle Fashion Show. Leadership skills are developed in regard to event pre-planning, organization and

execution of a major public event. Offered in Spring semester. Permission of the Program Director required.

Prerequisites: FASH 295 & permission of the Program Director

FASH 370

Knitwear Design

Three Credits

A hands-on studio elective. Students learn to create a variety of stitches, textures, and motifs and to apply these techniques to original designs.

FASH 381

History of Modern Fashion

Three Credits LA

This course is devoted to the study of the fashion industry and the clothing styles as related to world events that occurred from the middle of the 19th Century to the present day. Using the political, social, economic, technological and aesthetic environment as a backdrop for understanding the various period styles that occurred as an action or reaction to that environment, the student will gain fundamental knowledge of the mechanics and dynamics of cycles, trends and fads that constantly initiate change in the contemporary world of fashion.

FASH 377, 386, 387, 393, 394, 396, 397, 398, 399, 482

Fashion Internship

One to Fifteen Credits

Students are offered opportunities for professional internships during their junior and senior years. Internships are possible in designer firms, apparel manufacturing companies, textile companies, and retail organizations both locally and in New York City. Each intern has an on-site supervisor as well as a faculty supervisor. Allowable credits are determined by the internship coordinator.

Prerequisite: Permission of the Internship Coordinator and Program Director

FASH 400

Employment Seminar

One Credit

This course helps graduating students to identify and pursue a fulfilling career. Topics include networking, resume guidelines, company research, and interviewing skills.

Prerequisite: FASH 100

FASH 415

Advanced PDM Software

Three Credits LA

Students learn the apparel product development process via a web based product data management solution called Web PDM. This solution will shorten cycle time and reduce development cost of apparel companies by streamlining the tasks involved and using just Gerber WebPDM to define all of the technical aspects. Students will define a concept company and develop a small line catered to a target market and process all tasks related to creating the product using various tools that will all be used in conjunction with Web PDM. The student will be responsible for developing a market calendar around key dates. These key dates will include: Initial Concept, Brand/Season Strategy, Design Review.

Students will utilize clothing vocabulary and terminology as it pertains to current and historical references of different garments, silhouettes, and their parts. It also examines the elements and principles of design, emphasizing proportion and pleasing balance.

Prerequisites: FASH 245, FASH 300

FASH 455

Global Merchandising Strategies

Three Credits

Explores the global aspects of retail strategies through the examination of the economic, geopolitical, cultural and other factors governing the basic tenets of today's globalized marketplace. Various international regions are analyzed in terms of their market characteristics and current retail environment. U.S. retailers operating globally are also discussed and analyzed in detail. Topics include fair trade, free trade, sustainability, and the expansion of the globalized marketing system through multi-channel retailing.

Prerequisite: FASH 265

FASH 477

Fashion Merchandising Capping

Three Credits LA

A capping course required for all Senior Merchandising Majors. The Capstone project requires the student to relate his/her knowledge of fashion merchandising related courses and the core to an industry based research project. Offered Fall and Spring Semesters

Prerequisites: By concentration

FASH 478

Fashion Design Capping I: Portfolio Development

Three Credits LA

In this course students develop a professional portfolio exhibiting their individual style and specialization in the design field. Through individual discussions and critiques of design work, each student creates a portfolio demonstrating the broadest range of their designs, illustrations, technical ability, and garment knowledge. Offered in Fall semester only. Fulfills Part I of the capstone experience for Fashion Design majors.

Prerequisites: FASH 345 with minimum grade of C

FASH 479

Fashion Design Capping II: Runway Collections I

Three Credits LA

Prerequisite: FASH 310 with minimum grade of C

FASH 480

Fashion Design Capping III: Runway Collections II

Three Credits LA

These courses serve as Parts II and III respectively of the capstone experience for Fashion Design majors. Students design and execute an original apparel collection. Fashion industry standards are followed in all stages of garment design and construction. Emphasis is placed on the following: concept origination, research methods, documentation of design processes, aesthetic judgment in design adoption, fabric selection, styling, draping, patternmaking, construction, fitting, time management, organizational methods, communication, and presentation. FASH 479 offered in Fall semester. FASH 480 offered in Spring semester.

Prerequisite: FASH 479 with minimum grade of C

FASH 496-499

Independent Study

Credits TBA

Offered for specific course of study. Permission of Program Director required.

FIRST YEAR SEMINAR

FYS 101

First Year Seminar

Four credits

The cornerstone of the Marist Core, this course introduces students to the College as an intellectual community. The course provides students with instruction in active research, writing, critical thinking, and interdisciplinary study from the very outset of their college experience. Although specific FYS topics vary, each course provides students with instruction in writing, critical thinking, information literacy, and public presentation. Each FYS also engages with one of the following themes central to liberal learning in the 21st century: Cultural Diversity, Civic Engagement, Quantitative Reasoning, and Nature & the Environment. Each section of Writing for College, the other Foundation course in the Marist Core, also addresses one of these themes. Students must take the FYS in the first year of study.

FRENCH

FREN 101-102

Elementary French I-II

Three Credits each LA

An introduction to the French language in its cultural context. French pronunciation, essentials of grammar, vocabulary building for everyday conversation, cultural

exposure through focused readings and multimedia materials. Two weekly one-hour sessions of audio and video practice in the language center are required. Closed to heritage speakers of French. Offered annually.

FREN 105-106

Intermediate French I-II

Three Credits each LA

The elements of conversational French are pursued more intensely and thoroughly and adapted to various cultural settings. A strong emphasis is placed on speaking and on extending reading and listening skills to authentic French material. Two weekly one-hour sessions of audio and video practice in the language center are required. Closed to heritage speakers of French. Offered annually.

FREN 167

France and the World

Three Credits LA

Dual listed as CSFR 167

Taught in English. Contemporary France — studied in its political, social, religious, intellectual, and artistic aspects. The future of the French identity is explored in relation to globalization and the long-standing scrutiny of American culture by the French. Excerpts of French movies, news broadcasts, magazine articles, music recordings, and American press samples will help illustrate French reactions and behavior within its borders and in the international community. Offered annually in France and on campus when there is sufficient student interest.

FREN 201

Workshop in Writing

Three Credits LA

Review of French structures in a comparative approach with English. Guided practice in writing and development of style, as preparation for refined oral skills. Each written assignment consolidated with an oral activity in the relevant cultural context. Substantial broadening of vocabulary and range of expression, with a stress on accuracy and nuances. Some literary readings. Offered every fall.

FREN 202

Workshop in Oral Expression

Three Credits LA

Intensive practice in oral expression: rapid conversation, professional presentations, theatrical performance, debates, joke-telling, and storytelling will be practiced in small group work. Practice includes phonetics, self-recording, and video-dubbing. All work is structured for active cultural learning. Offered every spring.

FREN 250

French Culture & Thought: Problems & Perspectives

Three Credits LA

Dual listed as CSFR 250

Taught in French. Interdisciplinary survey of France's social, artistic, political, and intellectual history from its origins to the 20th century, with an emphasis on the manner in which the past has shaped and is still influencing the modern French consciousness. Offered every fall.

FREN 251

Contemporary France

Three Credits LA

Dual listed as CSFR 251

Taught in French. Studied from a comparative perspective, a broad cultural survey of 21st century France and its changing identity in a globalized world. As a necessary background, the course surveys briefly recent historical traumas of the 20th century whose unresolved legacies affect French reactions within its borders and in the international community. Special attention will be paid to France's cultural and political perceptions of the United States. Offered every spring.

FREN 305

Studies in French Film and Literature

Three Credits LA

Dual listed as CSFR 305

Taught in English, a cultural/literary approach to French cinema. The course keeps a comparative perspective with American cinema while studying the evolution of narrative form and the representation of French identity and concerns. Film selections range from early B&W classics to most recent releases. Discussions supported by cultural and literary readings. Students taking the course for credit in the French major or minor must complete all reading and writing in French. Fulfills Core Literature and Cinema Studies Minor requirement. Offered every fall.

FREN 310-311

French Grammar and Composition I–II

Three Credits each LA

An intensive language and grammar study contextualized in contemporary French and Francophone cultures. Principles of linguistics are introduced through rigorous structural and lexical analysis. Central cultural theme may vary each semester (ex: graphic arts; youth literature; musical trends, etc.). Offered on campus and at all Marist-approved study-abroad programs.

FREN 315

French Literature of Africa and the Caribbean

Three Credits LA

Taught in French. Study of North African, West African and Caribbean literatures of French expression in their cultural and historical context. Selections from African and Caribbean filmmakers are also viewed and discussed, along with the current debates surrounding the traditional term “francophonie” and the rise of a “Littérature-monde.” Offered on campus as needed and may also be taken abroad.

FREN 325

Language and Technology Practicum

Three Credits LA

Taught in French. The course explores the impact of the new communicative technologies on the French language and culture. Technical vocabulary, instant-messaging lingo, and assimilation of English language structures into French are tracked and practiced. Students increase their familiarity with the major gateways of information and communication in the French-speaking world and research current issues from a non-American perspective. An emphasis is placed on the ability to assess information for accuracy and credibility.

FREN 330

Modern Literary Perspectives: the 20th and 21st Century

Three Credits LA

Taught in French. A study of the main currents of literature and thought in 20th-century and early 21st-century France through its most representative writers in the fields of fiction, poetry, and drama. Authors may vary and are studied in a broad cultural and social context. Offered annually in France and on campus when there is sufficient student interest.

FREN 345

Interdisciplinary Unit

Three Credits LA

When taken abroad, a course taught in French in a discipline other than literature, selected with departmental approval. When taken on campus, a parallel course of study, in French, to a Marist course relevant to French concerns in the student's other major discipline (Political Science, Communication, Business, Arts, etc.). The course is supervised by a member of the French faculty in consultation with the related discipline.

FREN 392-393

Special Topics I–II

Three Credits each LA

“Special topics” courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered every semester as needed and may also be taken abroad.

FREN 394-395

Internship in French

One to Six Credits

Open to French majors only, except by special dispensation from the department. Qualifying students engage in supervised research or teaching assistantships on campus. Subject to departmental approval. The student may also engage in work experience with an approved off-campus company or agency in the U.S. or abroad. Work performance, assigned research or readings, and an internship report (for three or more credits) constitute the basis of the experience. Number of credits is determined beforehand by mutual agreement. Offered every semester, intersession, and summer.

Prerequisites: Sufficient background in French; permission of Chairperson

FREN 440

French for Current Affairs

Three Credits LA

An advanced translation course aimed at developing specialized vocabulary and reading skills in fields relevant to current affairs and to students' customized fields of study (politics, science, business, cultural analysis, law, arts, etc.). Course material is drawn almost entirely from Internet resources to illustrate the principal syntactic, lexical and cultural challenges of professional translation. Special attention is paid to the use and limits of online machine translation and to the distinct demands of simultaneous interpretation. Offered on campus every two years, and may also be taken abroad.

FREN 477

Capping Course

Three Credits LA

A capping course required for all senior French majors. It is an independent-study program based on a one-to-one teacher-student relationship. The student researches and writes a long paper on a subject agreed upon with the supervising professor. Double majors coordinate their chosen thesis topic with their second field of study. The student researches and writes a long paper on a subject agreed upon with the supervising professor. Double majors coordinate their chosen thesis topic with their second field of study.

GAMES AND EMERGING MEDIA

GAME 101

Introduction to Games

Three Credits LA

This course is an introduction to games and emerging media. It will focus on the history of games and related media, the major theories and research frameworks, and current issues in gaming and game studies. Students will be introduced the analysis of games and emerging media, the design process, and prototyping techniques. No technical knowledge is required. Offered annually. Open to all majors.

GAME 201

Colloquium in Games

One Credit LA

In this one-credit course, students participate in interdisciplinary seminars and workshops on games. Academics, practitioners, researchers, educators and policymakers related to games and emerging media will be featured in this weekly series. Students will gain multiple perspectives on current issues in game design, development, and studies. Students can take this course for credit for a maximum of three semesters, for a total of three credits. Offered as needed.

Prerequisite: Sophomore, Junior or Senior standing, or permission of the instructor. Open to all majors.

GAME 202

Lab Practicum

One Credit

In this one-credit course, students participate in hands-on research on games and interactive media, as well as participate in games-related events, conferences, and workshops. Students will also gain direct experience with game design and development, and work on projects for the community. Offered as needed. No prerequisites. Open to all majors.

GAME 301

The Business of Games

Three Credits

This course covers business and entrepreneurial strategies as related to games and emerging media. This is a practical, hands-on course in the process and production practices of making games and related media. It will focus on the basic marketing, promotion, and distribution strategies of games, as well as the local and global games industry. Students will also learn project management techniques in software and game development, as well as scheduling, task management, entrepreneurship, organization, leadership, public presentation, and collaboration techniques. No prior business knowledge is required. Offered as and when necessary.

Prerequisite: Junior standing or senior standing, or permission of the instructor.

GAME 395-396

Independent Study

Three or Four Credits

An independent study under the supervision of a faculty member. Offered as and when necessary. Prerequisites: Permission of instructor and Dean

GAME 401

Human-Computer Interaction

Four Credits

To design efficient and effective computer systems and new technologies, we need to understand how users interact with the technologies. This course introduces students to the field of human-computer interaction, which combines perspectives from psychology, sociology, design, and computer science. This class will cover usability research, UI/UX design, contextual inquiry, rapid prototyping, heuristic analysis, and user testing methodologies.

Prerequisite: MDIA 210 or CMPT 220

GAME 480

Game Studio

Three Credits

This course is preparation for the capping course and is taken in the fall of the student's senior year, and brings together students from both concentrations. Students work individually and collaboratively in multidisciplinary teams to mimic a game studio and develop paper prototypes, digital prototypes, design documentation, digital games, and related media. Offered in fall.

Prerequisite: Senior standing.

GAME 481

Capping

Three Credits

The capping course is taken in the spring of the student's senior year, and brings together students from both concentrations. Students work individually and collaboratively in multidisciplinary teams to create a portfolio of digital games and related media. This course also reinforces connections between the student's major and the student's experience in the Core. Offered in spring.

Prerequisite: Senior standing.

GAME 461-462-463

Game Internship

One-Three-Six Credits

In this course, students gain practical, hands-on experience in the production, development and/or design of games and related media. Seminar meetings afford students a chance to critically examine the relationship between theory and practice. Students will enhance their knowledge of design and development techniques and skills in a real-life atmosphere under the supervision of practicing professionals in the games industry. Offered in fall, spring, and summer. NOTE: Internships may not be used to fulfill credits toward the games and emerging media elective requirement; they carry general credit.

Prerequisite: Permission of the Internship Director; CRDV 100N (Employment Practicum).

GAME 464-465-466

Advanced Game Internship

Nine-Twelve-Fourteen Credits

A professionally-oriented seminar in which the student spends a part- or full-time apprenticeship learning and contributing to the operation of a games- or other media-related facility. Completion of major requirements, course prerequisites, departmental screening, and clearance by the facility involved are necessary for participation in the seminar. Offered in fall, spring, and summer. NOTE: Internships may not be used to fulfill credits toward the games and emerging media elective requirement; they carry general credit.

Prerequisite: Permission of the Internship Director; CRDV 100N (Employment Practicum).

GERMAN

GERM 101-102

Elementary German I–II

Three Credits each LA

Emphasis is placed on the acquisition of the fundamental skills of understanding, speaking, reading, and writing. Through the language study, the student is introduced to the German culture. Closed to heritage speakers of German. Offered annually.

GERM 105-106

Intermediate German I–II

Three Credits each LA

A continuation of the elementary course. The basic language skills are pursued more intensively and thoroughly. A better understanding of German culture continues. Closed to heritage speakers of German. Offered annually.

GERM 201-202

German Language and Culture I–II

Three Credits each LA

Extensive use of idiomatic German in conversation and composition is intended to broaden the student's linguistic and cultural knowledge of the language. Offered when there is sufficient student interest.

GERM 392-393

Special Topics I–II

Three Credits each LA

"Special topics" courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered when there is sufficient student interest.

GLOBAL STUDIES

GBST 103

Introduction to Global Issues

Three Credits LA

Dual listed as POSC 103 and CSCU 103

This course is intended as an introduction to the geography, vocabulary, and perspectives needed to understand the evolution of our global community, the challenges that we face in the 21st century, and different approaches for managing those challenges. It takes a historical perspective, focusing on the effects of colonialism and the complex encounter it provoked between non-Western and Western societies. It also addresses an array of interrelated global issues that we face in the post-colonial period, including cultural and religious diversity, human rights, economic development, ecological sustainability, and the possibilities and challenges of international conflict and cooperation. Offered every semester.

GBST 301

Global Studies Seminar

One Credit LA

This one-credit seminar is intended as a mini-capping class for Global Studies minors to synthesize and make sense of what they have learned in their courses and international experiences, and its relationship to their major. Students will be asked to present their findings orally in class and/or in the form of a research paper on an issue relevant to their major.

GBST 392-393

Special Topics I–II

Three Credits each LA

“Special topics” courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific title is indicated when the course is listed in the schedule of classes. Additional information is available by contacting the Coordinator of the Global Studies Program.

GBST 394-398

Internship in Global Studies

One to Six Credits

Qualifying students engage in work experience with an approved off-campus company or agency abroad or in the U.S. Subject to pre-approval, students may also engage in supervised research or teaching in an academic setting abroad. Work performance, assigned research (for research internships) and an internship report constitute the basis of the successful internship experience. Number of credits is determined beforehand by mutual agreement. Offered every semester, intersession and summer.

NOTE: Up to three credits may be used to fulfill the requirements of the Global Studies minor.

Prerequisites: Junior standing and pre-approval by Global Studies Coordinator.

GREEK

GREK 220

Greek Drama

Three Credits LA

A study of the major works of Aeschylus, Sophocles, Euripides, and Aristophanes. The principal sociological, psychological, and historical contents of this great literary heritage of classical Greece will be reviewed. Taught in English. Offered when there is sufficient student interest.

GREK 222

Greek Mythology

Three Credits LA

A study of classical mythology and its influence on Western literature. Taught in English. Offered when there is sufficient student interest.

HEALTH

HLTH 110

Introduction to the Health Professions

One Credit

This course is designed to introduce students to the various health professions through a series of presentations by health-profession practitioners. Each speaker will give an overview of his or her specific profession, requirements for application to professional school, the nature of professional-school education, daily routine, personal experiences, opportunities, income potential, and other information. A question and answer period will follow the presentation.

HLTH 201

Human Nutrition

Three Credits LA

Dual listed as BIOL 203

See BIOL 203 for course description.

Prerequisites: BIOL 130-131 and CHEM 131-132 or their equivalents

HLTH 202

First Aid/CPR

Three Credits

Principles of safe living; theory and practice of basic first-aid procedures: emergency recognition, action steps, and providing immediate care for injury or sudden illness, e.g., CPR and other basic life-support methods. A course for students in any field and a foundation for more advanced course work for students in health-science disciplines.

HLTH 204

Personal and Community Health

Two Credits

Introduction to health maintenance and disease prevention, and to the political, social, and economic dimensions of health care in the United States. Basic concepts of physical, emotional, social, intellectual, and spiritual dimensions of health. Governmental provision of health care; costs, accessibility, and quality of health care; community health promotion.

HLTH 210

Fundamentals of Alternative & Complementary Health Care

Three Credits

This course is designed to provide a comprehensive exploration of the alternative and complementary health therapies from historical, philosophical, theoretical, physiological, and scientific perspectives. Included will be: explorations of Eastern-Western approaches to healing; anatomy and physiology from an energetic perspective; the role of nutrition, exercise, and the environment in illness; and a survey of modalities and approaches including how they are categorized, when they are best utilized, and their relationship to traditional medicine.

(Does not fulfill Core/LS Natural Science requirements.)

HLTH 211

Sport and Exercise Psychology

Three Credits LA

Dual listed as PSYC 211. See PSYC 211 for course description.

HLTH 225

Topics in Nutrition

Three Credits

This course is designed for non-science majors to learn scientifically supported as well as traditional approaches to nourishing and healing the body which can be incorporated into personal, daily, good health practices. An emphasis is placed on multicultural, political, and ecological dimensions of dietary choices. The concept of food as medicine and the concept of diet as a critical component in healing are fundamental to this course. Included are the exploration of herbal medicine, environmental health, and healing choices. Students also will develop the skills and understanding to analyze, compare, and contrast dietary choices for personal health.

(Fulfills Core/LS Natural Science requirements.)

HLTH 300

Kinesiology

Three Credits

Kinesiology is the study of musculoskeletal anatomy, posture and movement of the human body. An understanding of the muscular system with regard to origin, insertion, and action of muscles, serves as the basis by which to study planes, axes of movements, the range and quality of functional movements, the actions of levers within the human body, and how muscular contraction affects movements, posture, and gait.

Prerequisites: BIOL 201-202 or equivalent

HLTH 301

Exercise Physiology

Two Credits – lecture

One Credit – laboratory

Areas of discussion include acute and chronic functional responses to exercise. Muscle biomechanics and metabolism, cardiopulmonary and musculoskeletal responses, training techniques, ergogenic aids in sport, and performance at environmental extremes. This course is primarily intended for students majoring in Athletic Training but may also be of interest to students majoring in biology and other health-related areas.

Prerequisites: BIOL 201-202. and CHEM 131-132 or equivalents

HISTORY

HIST 101

Themes in Modern History

Three Credits LA

This course is designed to help students acquire knowledge of the past and an understanding of how the past has been represented and interpreted by historians. A variety of historical narratives and perspectives may be examined that offer insight into the development of the complex modern world. Themes to be covered will include, but are not limited to: the development of capitalism, industrialization, political revolutions, colonization, war, social movements, migration and immigration, decolonization, and globalization.

HIST 130

Introduction to Women's Studies

Three Credits LA

Dual Listed as WMST 130

This course provides an introduction to Women's Studies, a field of scholarship dedicated to the inclusion of women's experiences and feminist perspectives in the academy. The course places the emergence of women's studies in historical perspective, then examines the transformative power of women's studies in a number of fields. The goal will be to assess how including women, gender, and feminist perspectives changes academic methods, goals, and outcomes. Offered annually.

HIST 205

Introduction to Public History

Three Credits LA

This course introduces students to the theoretical and practical concerns of public history. Whether it involves museums, historic sites, academia, community outreach, or the media, public history can simply be defined as studying, teaching, and communicating history in the public interest. Through readings, lecture, discussion, and hands-on projects, the course covers the essential issues of audience, authority, collecting, exhibition, and memory in the telling and learning of history today.

HIST 206

Afghanistan and its Wars

Three Credits LA

This class examines the history of Afghanistan from the era of the Silk Roads to the present. The major themes this course will address are: cross cultural exchanges, formation of national boundaries, imperialism, nationalism, war, and revolution. This course, despite its concentration on the geographic space of Afghanistan, is transnational and interdisciplinary in design.

HIST 207

History of the Holocaust

Three Credits LA

This course will trace the history of the Holocaust. While the Holocaust is one of the most violent and dehumanizing episodes in the history of the world, it can teach us a great deal about the past, racism, nationalism, warfare, and the human condition. We will stress many aspects of the Holocaust, including anti-Semitism, the rise of the Nazi regime, the execution of the Holocaust, the experience of victims, the perspective of the perpetrators, and the role of bystanders. The course will pose questions about the meaning of the Holocaust for Europe and the world.

HIST 210

Issues in American Constitutional Law

Three Credits LA

Triple listed as PRLG 206 and POSC 210

See POSC 210 for course description.

HIST 216

Black Political and Social Thought

Three Credits LA

Dual listed as POSC 310

See POSC 310 for course description.

HIST 217

Catholics in the U.S.

Three Credits LA

Triple listed as POSC 217 and REST 217

This course surveys major experiences of Roman Catholics in North America from the period of exploration, through the colonial period and through the establishment and development of the United States in the 18th, 19th, and 20th centuries. Emphasis will be placed on the development of Church institutions and policies in the U.S., and on the historical, political, and social experiences of the groups who composed and who compose the Catholic community in the United States. We shall pay attention to how Catholics participate in the public life of the larger American community and how influences from that larger community respond to their Catholic neighbors.

HIST 218

History and Culture of the Hudson River Valley

Three Credits LA

Surveys the political, economic, and social evolution of the region from pre-Columbian times to the contemporary era. Offered annually.

HIST 220

New York: The Empire State

Three Credits LA

This course examines the development and rise of New York from its pre-colonial beginnings through the present day. Emphasis will be placed on Native-American and European contact, the significance of the region to the American Revolution, the emergence of the state as the nation's leading economic power, and the economic, political, and cultural importance of New York City in the 20th century.

HIST 223

American Military History 1607–Present

Three Credits LA

This course examines the historical evolution of warfare with emphasis on the American military experience from the colonial era to the end of the Gulf War. During the course we will focus on leadership in battle, activities at the three levels of war, the relationship of the military establishment to its society, and continuity and change in warfare.

HIST 226

American History to 1877

Three Credits LA

This course traces the evolution of American society from the period of European colonization through the Civil War era. It surveys major social, economic, and political developments that shaped the individual colonies and regions of the New World, led to the movement for independence, formed the basic structure of the new nation, underlay expansion and rapid social change, and contributed to the coming, fighting, and consequences of the Civil War.

HIST 227

American History since 1877

Three Credits LA

This course examines American history from Reconstruction through the present. Focusing on both political and social history, we will study national leaders as well as ordinary citizens. Themes and topics will include: the changing role of the federal government, race relations, social reform movements, and the role of the U.S. in the world. Offered annually.

HIST 228

America Since 1945

Three Credits LA

This course begins with a review of the cumulative influences of the Great Depression, New Deal, and World War II on American institutions, values, and behaviors. Tracing the effects of these events through the 40s and 50s, attention is given to cold war politics and foreign policies. The sections on the 60s and 70s focus on themes of black civil rights, women's equality, and minority politics. The domestic conflicts over foreign policy (Vietnam) and Presidential behaviors (Watergate) are considered in the context of modern developments. Offered biennially.

HIST 232

U.S. Women's History

Three Credits LA

This course traces the history of women in the U.S. from the colonial period until the present. We explore changing perceptions of womanhood; the intersecting impact of race, class, and ethnicity in women's lives; and women's contributions to political, economic, and social developments in U.S. history.

HIST 234

African American History

Three Credits LA

This course provides an overview and analysis of the experiences and contributions of Blacks in the formation and development of American society and culture. Attention will be paid to slavery, race relations, religion, the arts, war, politics, economics, and civil rights. Offered biennially.

HIST 242

Introduction to the African Diaspora

Three Credits LA

This course is an introduction to the history of the millions of peoples of African descent living in the various societies of the Americas. Topics covered will include the Atlantic Slave Trade, emancipation and post-emancipation struggles, and pan-Africanism in the 20th century. Migration, culture, identity, and diasporic connections will form the principal themes that will shape the approach of the course. Serves as the gateway course to the minor in African Diaspora Studies.

HIST 244

Ancient Greece

Three Credits LA

Growth and conflict of the city states, the development of the Greek mind, the Hellenistic era; concentration is on Athens in the 5th century B.C. Offered biennially.

HIST 247

Ancient Rome

Three Credits LA

The development of the Roman character, of Roman Law, and other Republican institutions; the rise and fall of the Roman Empire. Offered biennially.

HIST 248

Medieval Europe

Three Credits LA

Dual listed as CAST 200

This course will serve as an introduction to the Middle Ages, the period between the dissolution of the Roman Empire in western Europe and the beginning of the Renaissance, with a focus on how this period was a vibrant time of progress, adaptation, and cultural encounters. An emphasis will be placed on how medieval culture developed from its Roman, Christian, and Germanic foundations as well as how it adapted to political, economic, and social challenges.

HIST 249

Early Modern Europe

Three Credits LA

The early modern era is placed between the waning of the Middle Ages and the rise of the modern industrial world. This course focuses on how Europe expanded its borders and knowledge of the world and at the same time underwent a series of political, religious, and intellectual revolutions. Attention will be paid to the question of what makes early modern Europe unique, rather than merely a time of transition.

HIST 252

Modern Europe

Three Credits LA

This course traces the explosive political, social, and cultural movements of 19th- and 20th-century Europe. It emphasizes modern political ideologies and the history of everyday life while surveying the tensions that accompanied the industrialization of Europe. Topics include the French Revolution, the Napoleonic Wars, liberalism, nationalism, imperialism, the world wars, communism, fascism, and the Cold War.

HIST 255

Catholic Church in Modern Times

Three Credits

Dual Listed as CAST 201

This course will treat the legacy of the Catholic Counter-Reformation, the impact of Enlightenment thought and the French Revolution on Catholic Europe, the missionary efforts of the Catholic Church in the East and in the New World, the Church's response to Liberalism, Marxism, and Fascism, and the movement in Vatican II toward a new synthesis adequate to the character of modern society, to the demands made by the rise of historical consciousness and modern science, and to the need for cross-cultural unities in an increasingly global economy and community. Offered biennially.

HIST 260

History of Russia: To the Mid-19th Century

Three Credits LA

A survey of Russia's historical development from the establishment of Kievan Rus to the reign of Alexander III, with an emphasis on the emergence of Muscovy, reigns of Peter I and Catherine I, and the social and political developments of the 19th century. Offered at least triennially.

HIST 261

History of Russia: 1801–1917

Three Credits LA

This course traces the evolution of Russia from the reigns of Alexander I and Nicholas II to the Russian Revolution of 1917. Offered at least triennially.

HIST 262

History of Russia: The Russian Revolution

Three Credits LA

This course traces Russian revolutionary movements of the latter part of the 19th century: Russian Marxists and Lenin; the Russo-Japanese War; the Revolution of 1905; the Dumas; WWI and Russia; February and October Revolutions; the Civil War; and N.E.P. Offered at least triennially.

HIST 263

Eastern Europe and Russia from 1928 to the Present

Three Credits LA

A study of the Soviet Union and its Eastern European satellites from the emergence of Stalin to the present. The course highlights Krushchev's period of the "Thaw," Brezhnev's return to "Stalinism," Gorbachev's liberal reforms, the collapse of Communism in Russia, and the reunification of the two Germanies. The course will extensively cover the return of liberty and the building of democracy in the former republics of the Soviet Union and its satellites, such as Poland, Hungary, Czech Republic, and others. Offered triennially.

HIST 266

Italian-American Experience

Three Credits LA

Triple listed as ENG 266 & POSC 266

See ENG 266 for course description.

HIST 267

Women In Asia

Three Credits LA

An overview of continuity and change in the role and condition of women in East, South, and Southeast Asia from approximately 1800 to the present. After exploring traditions of patriarchy, accommodation, and resistance, the course traces the effects of the modern transformations in states, economies, and societies, focusing on the issue of women's agency and the development of women's consciousness in the modern era. Offered biennially.

HIST 268

Traditional Asia

Three Credits LA

This course offers a broad survey of East, Southeast, and South Asian civilizations and histories to the late 18th century. Although the course will focus on the interactions of Asian civilizations, some attention will also be given to the coming of the West beginning in the 16th century. Offered biennially.

HIST 269

Modern Asia

Three Credits LA

This course offers a broad survey of East, Southeast, and South Asian civilizations in the 19th and 20th centuries. The effects of imperialism, colonialism, nationalism, and revolution on Modern Asia will be central concerns of this course. Offered biennially.

HIST 270

Traditional China

Three Credits LA

This course traces the growth of Chinese civilization and culture from its origins in the Shang Dynasty to the fall of the Ming dynasty. Offered biennially.

HIST 271

Modern China

Three Credits LA

This course traces the decline of the traditional Chinese state, the rise of nationalism, radicalism, and revolution in the 19th and 20th centuries, and the formation of the People's Republic of China after 1949. Offered biennially.

HIST 272

The Ancient East

Three Credits LA

A study of the beginnings of civilized life in the valleys of the Nile, Tigris-Euphrates, and Indus. Terminating in the 5th century B.C., the course stresses the religious and intellectual contributions of these societies. Offered at least triennially.

HIST 273

Colonial Latin America

Three Credits LA

A study of Latin America through independence, including coverage of: initial contact between Indigenous, African, and European peoples; conquest and the consolidation of colonial power; structures of economic exploitation; the nature of resistance to oppression; and the demise of the colonial enterprise. Offered biennially.

HIST 274

Modern Latin America

Three Credits LA

A study of Latin America from the independence movements to the present, including coverage of: nation-building in the 19th century; transformations in political economy over time; relations with the United States; and competing visions of the nature and structure of Latin American societies. Offered biennially.

HIST 280

Modern Africa

Three Credits LA

An examination of political, socioeconomic, and cultural developments in Africa during the periods of revolution (c. 1800–1870), colonialism (1870–1950), and independence (1950 to present). This course considers the tumultuous transformation of Africa before, during, and after European colonialism. Special attention is given to how European-based structures, processes, and thought—especially the nation-state, industrialization, and ideologies—undermine or otherwise alter indigenous political, socioeconomic, and cultural systems, thereupon introducing new difficulties, challenges, and benefits to the diverse peoples and societies of the continent. Offered biennially.

HIST 285

The History and Political Culture of Ireland

Three Credits LA

Dual listed as POSC 285

See POSC 285 for course description.

HIST 286

Irish Experience in America

Three Credits LA

A study of the political, economic, and social experience of the Irish in America beginning with pre-Revolutionary War immigration but focusing on the later

immigration in the 19th and 20th centuries. Some attention will be given to political, social, and economic issues within Ireland which contributed to the patterns of immigration.

HIST 307

History of American Manhood

Three Credits LA

This course examines changing conceptions of masculinity in U.S. history. We will utilize scholarship in the field of gender studies to analyze what 'manhood' has meant and how its meanings have been influenced by race, class, sexual orientation, and ethnicity. Attention will be paid to the mutability of gender roles and expectations in the face of historical circumstances such as wars, industrialization, movements for women's rights, and shifting family demographics.

Prerequisite: Six credits in history

HIST 308

Rock 'n' Roll as U.S. History

Three Credits LA

This course uses the history of rock 'n' roll from the 1950s to the 1980s as a critical window on the history of the United States more broadly. Tracing rock music from its rebel roots in the margins of America to its explosion as a mass commercial and cultural phenomenon, we consider the complex dynamics of race, class, and gender difference in the twentieth century. A serious commitment to history, and a matching commitment to take music seriously, is a must for this course.

Prerequisite: Six credits in history

HIST 309

American Colonial Experience

Three Credits LA

This course focuses on the pre-revolutionary era. It examines the transit of European cultures to the New World and the subsequent evolution and modification of these cultures. Particular emphasis is given to the development of a provincial society and the coalescence of the movement for political independence. Offered biennially.

Prerequisite: Six credits in history

HIST 310

American Revolution

Three Credits LA

This course explores the history of North America in the era of the American Revolution, approximately 1760–1800. This period witnessed a colonial war for independence and significant changes in American ideas on politics, law, and the role of the citizen in society. In addition, this course will examine the social discontent that characterized this period. Offered biennially.

Prerequisite: Six credits in history

HIST 312

History of the American Presidency

Three Credits LA

Dual listed as POSC 312

See POSC 312 for course description.

Prerequisites: Six credits in history

HIST 313

The Vietnam War

Three Credits LA

This course takes a global history approach to the American war in Vietnam. As such, the focus will be on Vietnam itself, the development of American involvement in Vietnam, and the global context. We will focus on the military, political, cultural and social history of the war, and trace the complexity of its origins, impact, and legacy for both sides in the conflict. We will also critically analyze the basis and value of comparisons between the Vietnam War and current conflicts.

Prerequisite: Six credits in history

HIST 314

Witchcraft and Sorcery in Pre-Modern Europe

Three Credits LA

The early modern concern about witches and the diabolic intervention they harnessed through sorcery or magic is one of the most debated historical phenomena. This class explores the central issues that historians have grappled with when considering the preoccupation with witchcraft in the fifteenth-eighteenth centuries. Main topics of discussion include “popular” versus “learned” religion; issues of gender in the witch hunts; geographical comparisons of the process; the effect of accusations on social relationships; and the role of Catholicism and Protestantism in the rise of state-sponsored persecution.

Prerequisite: Six credits in history

HIST 318

Drug Trade in Asia

Three Credits LA

This class examines the establishment of the drug trade in Asia, the historical questions that arise from it, and how specifically opium developed into a commodity fetish. It is geographically organized to mirror the progress of drug trafficking in China and South Asia, Southeast Asia, and Central Asia. Major issues that propel the course are: the role of empire in establishing early drug trade routes, how global capitalism fueled the spread of the Asian drug trade, the economic significance of drug profits to revolutionary movements and established governments, and what current efforts exist to address contemporary drug trafficking in the regions under consideration.

Prerequisite: Six credits in history

HIST 320

American Diplomatic History

Three Credits LA

Organized along topical lines, this course focuses on the evolution of American foreign policy. Beginning with the principles established in the early years of the Republic, it treats “Manifest Destiny,” America’s rise to world power, the conflict between political isolation and economic internationalism, and American diplomacy in the nuclear age. Offered when there is sufficient student interest.

Prerequisite: Six credits in history

HIST 325

History of American Feminism

Three Credits LA

This course will examine the development of social movements dedicated to women’s rights in the United States, examining the connection between feminist ideas and activities and the larger historical context. Attention will be paid to the changing positions taken by feminists on such issues as: motherhood, sexuality, race, class, work, relationships with men, and social justice. Offered annually.

Prerequisite: Six credits in history

HIST 332

Women and Religion in America

Three Credits LA

This course will explore women’s roles and experiences in a variety of American religious traditions. Topics and themes may include: Amerindians and missionaries; colonial Puritanism; the great Awakenings and evangelical reform; marriage and the utopian experiments; Judaism; the immigrant Church; voodoo; Catholic religious orders; and other contemporary religious topics.

Prerequisite: Six credits in history

HIST 345

Sex, Disease, and Death in America

Three Credits LA

This course links the biological bases of human life to the changing American culture and society. Topics in sex and reproduction as well as disease and death will be covered. Related subjects include, among others, science, medicine, gender, demography, and environmental change.

Prerequisite: Six credits in history

HIST 348

French Revolution and Napoleon

Three Credits LA

Traces the French revolution from its causes to its culmination in the dictatorship of Napoleon. Offered biennially.

Prerequisite: Six credits in history

HIST 349

Modern Germany: Between Dictatorship and Democracy

Three Credits LA

This course traces the history and historiography of German history from the Napoleonic era to German reunification at the end of the Cold War. It places special emphasis on the tension between modernization and democratization in modern Germany. Topics include Prussian reform movements, industrialization, the Revolution of 1848, political unification, imperialism, World War I, Weimar democracy, National Socialism, and post-World War II division.

Prerequisite: Six credits in history

HIST 355

History and Politics of the Modern Middle East

Three Credits LA

Dual listed as POSC 355

See POSC 355 for course description.

Prerequisite: Six credits in history

HIST 364

Civil War and Reconstruction

Three Credits LA

A study of America from 1848–1877, emphasizing the causes, the course, and the aftermath of the Civil War, with a consideration of the lingering effects of the conflict on American society, North and South. Offered biennially.

Prerequisite: Six credits in history

HIST 375

Race in Latin American History

Three Credits LA

An examination of the significance of race in Latin America from contact through the present. Emphasis will be placed on: the significance of race in the construction of social hierarchy; the meanings and uses of race among both elites and subalterns; and the relationships between racial and national identity. Offered when there is sufficient student interest.

Prerequisite: Six credits in history

HIST 381

Film & History

Three Credits LA

Dual listed as MDIA 323

See MDIA 323 for course description.

Prerequisite: Six credits in history

HIST 292, 293, 294

Special Topics in History I–II–III

Three Credits each LA

“Special topics” courses serve as a vehicle by which historians may offer a topical or thematic class not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

HIST 392, 393, 394

Special Topics in History I–II–III

Three Credits each LA

300 level “Special topics” courses serve as a vehicle by which historians may offer an upper-level topical or thematic class not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: Six credits in history

HIST 413

F.D.R. Seminar

Three Credits LA

An intense study of America in the 1930s and 1940s, with emphasis on the emergence of the New Deal: its nature and significance. Attention is also given to the development of F.D.R., his apprenticeship for the White House, his role as chief administrator, as politician, as diplomat, and as commander-in-chief during World War II. Offered biennially.

Prerequisites: Three credits in History at the 300 level

HIST 477

Capping Course

Three Credits LA

A capping course required for all senior History majors.

Prerequisites: Three credits in History at the 300 level

HIST 497-498-499

Public History Internship

Three-Six-Nine Credits

Upon completion of all other requirements for a concentration in Public History, students are eligible for an internship in one of the following areas: Business History (Private Sector), Government (Public Sector), or other Public History area (Archival, Not-For-Profit, etc.). Interns are required to meet periodically as a group and individually with the Internship Director. Offered every semester.

Prerequisite: Permission of the Internship Director

HONORS

HONR 200

Honors Seminar in Ethics

Three Credits LA

What is the nature of our ethical responsibilities as citizens of particular sovereign societies and as members of the world generally? What would serve as an adequate ethical framework for addressing ethical issues and moral dilemmas? Does a culturally, politically, economically pluralistic world entail that there are no valid universal ethical principles? These questions and others will form the primary concerns of the course. The course will also serve as a seminar on some problems of normative and critical ethics. Specifically, the course will aim to investigate what the battle against exclusionary ideologies and practices suggests as requisites for a sound moral consciousness.

FYSH 101

Honors First Year Seminar

Three Credits LA

Honors First Year Seminar will introduce the student to the college and the Honors Program as an intellectual community. It will encourage them to acknowledge and to reflect upon ways that their work at the college will differ from their learning as high school students. The Honors First Year Seminar is grounded in interdisciplinary studies in one of four thematic categories: Cultural Diversity (CD), Nature & Environment (NE), Civic Engagement (CE), or Quantitative Reasoning (QR). Topics and texts are selected and studied in ways that will help Honors students become more competent and confident readers, writers, thinkers, creators, and collaborators. This course will also serve as one of the foundation courses for the Honors Program experience.

ENGH 120

Honors Writing for College

Three Credits LA

Honors Writing for College is an instructional Writing Intensive course that will fulfill one of the following four categories: Cultural Diversity (CD), Nature and Environment (NE), Civic Engagement (CE), or Quantitative Reasoning (QR). This process-based writing course introduces Honors students to college-level academic research, documentation, writing, and revision. The focus of the course will be the traditional academic research paper, with an accompanying formal research presentation. This course will also serve as one of the foundation courses for the Honors Program experience.

HONR 310-314

Honors Seminar in Versions of the Self

Three Credits LA

This course focuses on exploring the various voices, past and present, of different people and their values as it examines the developmental origins and the evolving processes in the construction of the self, whether as an individual or as a member of a group. This seminar may be tailored to focus upon a single discipline in the arts, natural sciences, or social sciences, or may bridge several disciplines.

HONR 320-322

Honors Seminar in the Art of Culture

Three Credits LA

This course examines the ways in which art (fiction, film, fashion, visual and performance art, etc.) deals with historical and current events, and how art has shaped and continues to shape society. This seminar may be tailored to focus upon a single discipline or may bridge several disciplines. Field trips to museums, film screenings, or other site visits may be scheduled as part of the course.

HONR 330-332

Honors Seminar in Hudson River Valley Studies

Three Credits LA

This course deals with the region of the Hudson River Valley. It may examine the history, culture, architecture, literature, art, politics, or economy of this region from pre-Columbian times to the present. This seminar may focus upon a single discipline or may bridge several disciplines. Field trips to important sites of the Hudson River Valley may be scheduled as part of the course.

HONR 340-343

Honors Seminar in Global Engagement

Three Credits LA

This course focuses on the legal, cultural, ethical, religious, and social, economic, and political frameworks that exist in countries outside of the United States. The purpose of this course is to discuss how these cultural norms impact social and economic conditions in the rest of the world, as well as relationships between the United States and U.S.-based institutions and their counterparts. This will be accomplished by developing an understanding of social, political, and cultural forces influencing global decisions; ethical challenges in the global marketplace; and other current issues such as diversity, technology, and concern for the physical environment.

HONR 350-353

Honors Seminar in Science, Technology, & Society

Three Credits LA

This course examines the ways in which science (including mathematics) and/or technology have shaped and will continue to shape human societies, and how, in turn, society affects the practice of science and the development of technology. This seminar may be tailored to focus upon a single discipline within the natural sciences, mathematics, or social sciences, or may bridge several disciplines. Field trips may be scheduled, when appropriate, to visit industrial sites.

HONR 360-361

Honors Thematic Seminar in Philosophical & Moral Foundations

Three Credits LA

These seminars teach students to formulate ethical questions, to analyze and to understand the reasoning behind views that differ from their own, to recognize the roles that historical, political and social forces play in matters of personal choice, and to express their views coherently in written and oral forms. The Philosophical & Moral Foundations Thematic Seminars will have as their broad goal to help students develop an understanding of the language, history, and/or politics of a particular region or ethnic group, and to develop their ability to interact with individuals from different cultures. Field trips to museums, film screenings, or other site visits may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing.

HONR 365-366

Honors Civic and Service Learning Seminar in Philosophical & Moral Foundations

Three Credits LA

These seminars teach students to formulate ethical questions, to analyze and to understand the reasoning behind views that differ from their own, to recognize the roles that historical, political and social forces play in matters of personal choice, and to express their views coherently in written and oral forms. The Philosophical & Moral Foundations Civic and Service Learning Seminars will have as their broad goal to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing

HONR 370-371

Honors Thematic Seminar in Scientific & Quantitative Analysis

Three Credits LA

The Quantitative Reasoning Thematic Seminars will have as their broad goal to help students strengthen their ability to understand and to evaluate data, to think logically, and to apply mathematics and scientific analysis within a variety of contexts. These seminars teach students to formulate, analyze, understand, and express their views coherently in written and oral forms. Topics will vary.

Prerequisite: Sophomore standing

HONR 375-376

Honors Civic and Service Learning Seminar in Scientific & Quantitative Analysis

Three Credits LA

The Quantitative Reasoning Thematic Seminars will have as their broad goal to help students strengthen their ability to understand and to evaluate data, to think logically, and to apply mathematics and scientific analysis within a variety of contexts. These seminars teach students to formulate, analyze, understand, and express their views coherently in written and oral forms. The broad goal of the Scientific & Quantitative Analysis Civic and Service Learning Seminars is to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing

HONR 380-381

Honors Thematic Seminar in Expression & Creativity

Three Credits LA

These seminars examine how the disciplines in the humanities have influenced and continue to shape society. Students will be expected to express their views coherently in written and oral forms. The Expression & Creativity Thematic Seminars will have as their broad goal to help students examine the ways in which art and the humanities deal with historical and current events. Co-curricular activities and field trips may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing

HONR 385-386

Honors Civic and Service Learning Seminar in Expression & Creativity

Three Credits LA

These seminars examine how the disciplines in the humanities have influenced and continue to shape society. Students will be expected to express their views coherently in written and oral forms. The Expression & Creativity Civic and Service Learning Seminars will have as their broad goal to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing

HONR 390-391

Honors Thematic Seminar in Individual & Society

Three Credits LA

These seminars examine various perspectives on the construction of the self, both as an individual and as a part of a group. Students will be expected to express their

views coherently in written and oral forms. The Individual & Society Thematic Seminars will have as their broad goal to help students study and evaluate the complex interaction between humans. Co-curricular activities may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing

HONR 395-396

Honors Civic and Service Learning Seminar in Individual & Society

Three Credits LA

These seminars examine various perspectives on the construction of the self, both as an individual and as a part of a group. Students will be expected to express their views coherently in written and oral forms. The Individual & Society Civic and Service Learning Seminars will have as their broad goal to help students explore an issue or set of issues important to the local or global community, and to consider their own potential responses and responsibilities as active citizens. Site visits may be scheduled as part of this course. Topics will vary.

Prerequisite: Sophomore standing

HONR 401

Honors-by-Contract

One Credit LA

The Honors-by-Contract is a mechanism for adding an "honors dimension" to a non-honors course. This Contract permits students to turn a regular course into an Honors course by contracting with the instructor to complete extra work. This experience is designed to encourage a more intensive and extensive exploration of course material by Honors students.

Prerequisite: Junior standing

HONR 420

Honors Thesis Project

Three Credits LA

This is a student-designed independent study for Honors students. The Honors project is overseen by a faculty mentor and the Honors Director and Honors Council. Projects encourage students to explore and develop their own various talents and interests.

Prerequisite: Senior standing

HONR 495

Honors Senior Seminar

Three Credits LA

This course provides a culminating experience for Honors students by asking them to reflect on their education at Marist College and by assisting their transition into the world beyond the College and the Honors Program.

Prerequisite: Senior standing

LIBERAL STUDIES

CORE COURSES

INTD 105

Perspectives on Education

Three Credits LA

This course has been designed to enable adult students to reflect upon their life experiences within the context of new educational perspectives and goals. Selected readings in the philosophy of education are geared to issues of personal development in the educational experience, past and present. Through shared reflection and class discussion the students learn how to establish continuity between their past educational histories, formal and informal, and the program of studies they have selected. Class procedures are designed toward the development of collaborative modes of learning. This course is the first Core requirement for Liberal Studies Majors. Students work closely with faculty to develop their programs of study and a written rationale for the development of their individualized degree plans. *Open to Liberal Studies students only.*

INTD 209

Perspectives on the Humanities

Three Credits LA

Recognizing that the role of the narrative is an integral part of all human experience, this course explores the development of “story,” the dynamic relationship between the “narrator,” the “story,” and the “reader,” and looks at the use of the narrative as a tool for exploration in various areas of study—including psychology, sociology, anthropology, science, religious studies, and history. Cultural perspectives and their impact on the development of narrative are also explored. This course will select and organize multicultural readings and other relevant materials in literature, psychology, anthropology, and the arts to enable students to recognize, criticize, and critically examine this dimension of narrative in their own quests for meaning in both personal and academic contexts. *Open to Liberal Studies students only.*

INTD 212

Perspectives on Social Institutions

Three Credits LA

Self-understanding and the quest for personal and professional realization are mediated by a host of social and institutional forms, including the family, social class, the economy, schools, and modern governmental and corporate structures. This course will select and organize readings and other relevant materials in sociology, political science, and economics to enable students to analyze some contemporary institutional forms and to appreciate the dynamic between such forms and the individual’s personal experiences and areas of study. *Open to Liberal Studies students only.*

INTD 213

Perspectives on Science and History

Three Credits LA

The adult quest for meaning and values assumes mature form in a grasp of the possibilities of the historical moment. This course will select and organize readings and other relevant materials in history, philosophy, and the sciences to bring into focus the responsibilities and possibilities bestowed upon us by a particular configuration of historical circumstance and by the new knowledge generated in scientific inquiry. *Open to Liberal Studies students only.*

INTD 477

Capping Experience

Three Credits LA

Intended to provide students with the opportunity to consider significant contemporary issues from integrative interdisciplinary perspectives, students are given the opportunity to develop a written project that synthesizes theory and application within their area of study. The number of themes will be limited to allow depth of consideration and breadth of research. *Open to Liberal Studies students only.*

Prerequisites: Senior standing. ENG 120, INTD 105

INTD 496-497-498-499

Internship in Liberal Studies

One-two-three-six credits

The Liberal Studies Internship will provide adult students practical application of the learning outcomes of the Liberal Studies major in a professional setting. This interdisciplinary internship will achieve the learning outcomes through Integration of at least two of the student’s chosen fields of study (specialized academic areas) in a professional site. Eligibility to enroll in this course includes: completion of course prerequisites, interview with SGPP faculty/staff and internship site clearance. Weekly assignments in addition to internship work hours will be required. Offered fall and spring. *Open to Liberal Studies majors only.*

Prerequisites: Junior standing, INTD 105, minimum GPA of 3.0, and enrollment in CRDV 100.

ORGANIZATIONAL ADMINISTRATION COURSES

ORG 100

Exploring Business & Management

Three Credits

This course examines fundamental issues in the world of business and the practice of management. It is designed to be an interactive and lively experience

that provides students with a theoretical background of how organizations work and the role of management in organizations. Some of the areas and issues that will be covered include: the role of managers, the history of managerial thought, planning and problem-solving, individual responsibility, and the ever-changing world of business in a global environment. Students will be challenged to apply theoretical learning to their own experiences in business and organizations, and to look at organizations as integrated and dynamic systems. Formerly dual-listed as OLC 100. *Open to Liberal Studies students only.*

ORG 101

Managing Organizations

Three Credits

This course provides an introduction to the management of organizations. Students will learn about organizational structures, the history of management, and the tasks, roles, and responsibilities of managers. Planning, organizing, directing, and controlling the management process will also be discussed. Critical and ethical thinking will be emphasized throughout this course. *Open to Liberal Studies students only.*

ORG 202

Global Issues in Business & Society

Three Credits

This course examines the impact of major social, political, and cultural forces on the global business environment and marketplace. Students will gain a better understanding of how society and social issues affect the business world and vice versa. Ethical challenges, diversity issues, technology, environmental issues, and social responsibility will also be examined. Formerly dual-listed as OLC 202 and ORG 102. *Open to Liberal Studies students only.*

ORG 203

Fundamentals of Financial Accounting

Three Credits

This course introduces students to the principles and concepts of financial accounting. Students will develop a basic understanding of business transactions and financial statements. *Open to Liberal Studies students only.*

ORG 204

Fundamentals of Managerial Accounting

Three Credits

This course focuses on the analyzing and generating of accounting information to be used in the planning and control processes. Students will work with budgets, standards, cost systems, and financial statement analysis for organizations. *Open to Liberal Studies students only.*

Prerequisite: ORG 203 or ACCT 203

ORG 301

Managing Human Resources

Three Credits

This course gives the student an overview of the broad subject of human resources management and an in-depth exposure to the key areas of this critical function. The most successful organizations know that human resources must operate at the strategic level, along with finance and law, the other core staff functions. The meaning of a strategic approach is explored in depth, providing a solid grounding in what management of human resources requires in today’s diverse, litigious, downsizing-prone, tough, often controversial world of organizational life. Formerly dual-listed as OLC 301. *Open to Liberal Studies students only.*

ORG 302

Behaviors in Organizations

Three Credits

The field of organizational behavior explores the operations, human resources, and communication styles within business, community, and other types of organizations. This course provides a foundation for understanding organizational behavior at the individual, group, and organizational level. Students will examine current research, various theories, models, and contemporary issues in the field to understand better the way that organizations work or don’t work. Collaborative learning through the application of theory to real-life organizations will be emphasized in this course. Formerly dual-listed as OLC 302. *Open to Liberal Studies students only.*

ORG 321

Issues in Leadership

Three Credits LA

This course examines both the theoretical and practical aspects of leadership focusing on the role of the leader within business and community organizations. Leadership will be examined from historical, cultural, ethical and psychological perspectives with an emphasis on the changing nature of effective leadership in a global business environment. Students will have an opportunity to examine and develop their own personal leadership styles and potentials through collaborative and experiential learning experiences. *Open to Liberal Studies students only.*

Prerequisites: ORG 100, ORG 202, ORG 301 or ORG 302

ORG 322

Leadership in the Global Workplace

Three Credits LA

A leader's ability to approach diversity from a perspective that can use individual differences to empower followers is becoming increasingly important in the global workplace. This course introduces students to the changing role of leadership within multicultural and multinational organizations while identifying the leadership skills necessary for preparing organizations for success in globally diverse environments. *Open to Liberal Studies students only.*

Prerequisite: ORG 100, ORG 202, ORG 301, or ORG 302

ORG 340

Foundations of Marketing

Three Credits

This course introduces students to the role of marketing in organizations. Students will study all facets of the marketing process including: environmental analysis, marketing-information management, market research, consumer and business behavior, segmentation, and positioning. Students will also explore marketing from a global view (examining global market forces and globally competitive environments). Legal and ethical impacts of marketing will be explored through case studies. *Open to Liberal Studies students only.*

ORG 380

Legal Issues in Organizations I

Three credits

This course is designed to cover the fundamental principles within common business transactions. Students will study the nature of law, the function of law, court procedure, and legal principles pertaining to contracts, agency, and property. *Open to Liberal Studies students only.*

ORG 381

Legal Issues in Organizations II

Three credits

This course is a continuation of Legal Issues in Organizations I. Topics covered in this course include the sale of goods, paper and bank transactions, secured transactions under the Uniform Commercial Code (including international sale of goods), corporate formation, capitalization and control, partnerships, and insurance. *Open to Liberal Studies students only.*

Prerequisite: BUS 380 or ORG 380

ORG 401

Issues in Compensation Administration

Three Credits

An introductory course designed to explore the basic concepts of compensation including motivation, job analysis, job evaluation, compensation surveys, merit pay, pay-plan design, and benefits. Compensation administration will be explored from ethical and managerial perspectives. *Open to Liberal Studies students only.*

Prerequisite: ORG 301 or BUS 301

ORG 410

Advances in Employment & Development

Three Credits

This course continues the study of human-resource management issues including training, career management, diversity issues, and personnel and organizational development. Students will have the opportunity to engage in career planning and development in addition to individual and organizational training. *Open to Liberal Studies students only.*

Prerequisite: ORG 301 or BUS 301

ORG 421

Strategic Leadership & Innovation

Three Credits LA

Understanding where to look for new ideas, how to nurture them, and how they can be used to maintain a strategic advantage, is vital to the success of an organization. This course examines the need for strategic leadership as well as the relationship between creativity and innovation in the context of modern organizations. Students will learn how to initiate creativity in their organizations and how to recognize and overcome obstacles to the creative process. *Open to Liberal Studies students only.*

Prerequisite: ORG 321 or ORG 322

ITALIAN

ITAL 101-102

Elementary Italian I-II

Three Credits each LA

Emphasis is placed on the acquisition of the fundamental skills of understanding, speaking, reading, and writing. Through the language study, the student is introduced to the Italian culture. Closed to heritage speakers of Italian. Offered annually.

ITAL 105-106

Intermediate Italian I-II

Three Credits each LA

A continuation of the elementary course. The basic language skills are pursued more intensively and thoroughly. A better understanding of Italian culture continues. Closed to heritage speakers of Italian. Offered annually.

ITAL 201

Advanced Italian I

Three Credits each LA

This course is intended for students who have completed the four foundation courses in Italian language at Marist (101, 102, 105, 106), as well as students new to Marist who have demonstrated a high level of proficiency on the Italian placement exam. This course provides a thorough review and expansion of Italian grammar and the opportunity to further improve the four language skills (listening, speaking, reading and writing) through a current and pertinent cultural framework. Grammar points will be mastered through various spoken and written activities and reinforced by carefully chosen readings from contemporary Italian literature which illustrate them. Special attention will be given to idiomatic expressions which pose special problems to speakers of English. This course will serve as a springboard for more advanced elective courses in Italian. Required for the Italian minor/major. Offered in the fall.

ITAL 250

Civilization of Italy

Three Credits LA

Dual listed as CSIT 250

This course will examine the ways both individual and collective identity have been shaped in Italy from the Middle Ages to the present by language, politics, literature, film, art, and fashion. In addition to studying cultural production, students will explore major events, movements and figures in Italy. While the course is organized chronologically, recurrent themes throughout Italian history will generate much of our class discussions. Required for the Italian minor/major. Course and readings will be in Italian. Offered in the spring.

ITAL 281

Italian for Conversation

Three Credits LA

This course will serve to improve conversational fluency in Italian. Students entering should have a good command of the fundamental structures of the language (present tense, past tenses, future, and the conditional and subjunctive moods), since grammar will not be taught formally, but only reviewed cursorily as situations warrant it. While the four language skills (listening, speaking, reading and writing) will be reinforced, particular emphasis will be placed on listening and speaking. Cultural readings and listening comprehension activities will

provide stimulus for discussion. Through readings, presentations, discussions and role play, students will improve pronunciation and develop vocabulary that allows them to communicate on topics such as contemporary Italy, human relationships, the arts, history, cinema and music. Students will be required to give two oral presentations in Italian on topics related to Italian culture. Required for the Italian minor/major. Offered in the spring.

ITAL 282

Advanced Reading and Composition

Three Credits LA

This course is intended for students who have completed the four foundation courses in Italian language at Marist (101, 102, 105, 106), as well as students new to Marist who have demonstrated a high level of proficiency on the Italian placement exam. We will concentrate primarily on honing two of the four language skills: reading and writing. Through short, frequent, and varied readings both literary (short stories, novels, poetry, plays) and non-literary (newspapers, magazines), students will acquire strategies to improve comprehension and appreciation of diverse texts. Responses to readings, expressed through creative individual and group writing assignments, will serve to refine written expression. Required for the Italian minor/major. Offered in the fall.

ITAL 307

Contemporary Italian Literature

Three Credits LA

In this course a selection of contemporary Italian literary texts of the 20th and 21st centuries will be discussed and analyzed. Through novels and short stories, we will explore relationships between literature, history, and society, and study and appreciate different writing styles. Themes such as identity formation, social integration, interpersonal relations, gender, memory and the past, and technology and the future will be treated. Relevant literary theory and criticism will be introduced and will be an important part of class discussions. Elective for the Italian minor/major. Satisfies Core requirement in Literature. Offered in the fall.

ITAL 308

Italian Cinema

Three Credits LA

This course provides an overview of major trends and developments in Italian cinema from the silent era to the present. Through select films students will acquire an in-depth understanding of 20th century Italian history, culture, and society. Some topics examined are the impact of war on society, politics and ideology, the north-south divide, gender relations, and the institution of family. Movements such as Neorealism, and genres such as the comedy and the spaghetti western will be covered. Cinematic techniques will be discussed and the films will be appreciated as works of art. Course and readings will be in English. Screenings will be in Italian with English subtitles. Elective for the Italian minor/major. Students who use the course toward the Italian minor or major must complete the final research paper in Italian. Satisfies Core requirement in Fine Arts. Offered in the spring.

ITAL 477

Capping Course

Three Credits LA

A capping course required for all senior Italian majors. In this course students demonstrate their proficiency through the reading and analysis of a variety of texts. Students will integrate cultural, literary, and theoretical approaches through a major final paper and oral presentation.

JAPANESE

JPN 101-102

Elementary Japanese I–II

Three Credits each LA

Emphasis is placed on building a solid foundation as attention is given to all four skills: listening, speaking, reading, and writing. At the same time, students develop an understanding and appreciation of Japanese culture. The Hiragana and Katakana symbols are introduced first and the Kanji characters are gradually taught. By the end of the course, students should be able to handle a number of interactive survival situations. JPN 102 may be used to fulfill the foreign-language option of Core/LS. Closed to native speakers from Japan. Offered annually.

JPN 105-106

Intermediate Japanese I–II

Three Credits each LA

The elements of basic Japanese are pursued more intensely and thoroughly. They include practice in listening comprehension, speaking, reading, and writing. A better understanding of Japanese culture continues. The students will be able to deal successfully with many more interactive survival situations and with greater proficiency. Closed to native speakers from Japan. Offered annually if there is sufficient student interest.

JPN 120

The Civilization of Japan

Three Credits LA

Dual listed as CSJP 120

The cultural development of Japan through the study of its history, geography, literature, and fine arts. A basic knowledge of Japanese society will be obtained. The students will experience some specific aspects of Japanese culture that would be practical for persons in business and travelers. Taught in English. Offered every year.

LATIN

LAT 101-102

Elementary Latin I–II

Three Credits each LA

A basic introduction to the study of Latin grammar, vocabulary, and Roman culture. No previous knowledge of Latin required. Latin 102 may be used to fulfill the foreign-language option of Core/LS. Offered annually.

LAT 105-106

Intermediate Latin I–II

Three Credits each LA

Advanced study of grammar, stressing forms and syntax, with readings from classical authors, and a continuation of the study of Roman culture. Offered when there is sufficient student interest.

LEARNING CENTER

LERN 104

Self Development

Three Credits LA

This course is designed to introduce students to theories which promote self-development. Topics include: values clarification, goal setting, motivation, multiple intelligences, assertiveness, time management and self-esteem. Students will apply these theories to their individual goals in order to enhance their self-management skills, thus enabling them to be more successful in their personal, educational and professional lives. Offered every semester.

LERN 105

Critical Reading and Thinking

One Credit LA

This course is designed to develop the critical and inferential reading skills required in all college work. Using college-level reading materials in various genres and disciplines, the student will practice principles of analysis as well as comprehension of content. This course meets once a week.

LERN 120

The College Experience

One Credit

This course addresses the needs of freshmen who have not declared a major. Topics include transition issues, information on schools and majors, and the Core; time management and study skills. The course requires participation in the Majors Fair and/or a cultural event. Students will become familiar with web-based registration and student services. Presentations from the Center for Career Services and the Marist Abroad Program are also included. Offered fall semester only.

MATHEMATICS

MATH 108

Intermediate Algebra

Three Credits LA

This course provides students the opportunity to develop the skills and understanding that are essential for further study of many areas of mathematics, including calculus and introductory statistics, and related subjects such as accounting, business, and economics. The topics covered include: linear and quadratic functions and their graphs; exponents and radicals; exponential functions; rational algebraic expressions; and systems of equations. This course may not be used to satisfy the Core Mathematics requirement. Offered in the fall. By placement only.

MATH 110

Excursions in Mathematics: Classical Models

Three Credits LA

This is a nontraditional mathematics course designed to develop better logical and mathematical thinking in the students who take it. The main topics are chosen from logic, general problem-solving techniques, number theory, or classical mathematical problems. Students are expected to be able to justify in writing their solutions to all problems. MATH 110 or MATH 111 is offered every semester.

Prerequisite: Three years of high school mathematics

MATH 111

Excursions in Mathematics: Modern Models

Three Credits LA

This is a nontraditional mathematics course designed to develop better logical and mathematical thinking in the students who take it. The main topics may be chosen from graph theory, game theory, or current mathematical topics. Students are expected to be able to justify in writing their solutions to all problems. MATH 110 is not a prerequisite for this course. MATH 110 or MATH 111 is offered every semester.

Prerequisite: Three years of high school mathematics

MATH 115

Calculus with Management Applications

Three Credits LA

This course introduces one of the basic computational tools of calculus: the derivative. Functional models, including linear, quadratic, exponential, and logarithmic models are developed. These ideas and techniques are applied to study situations from business and other disciplines. This course is offered every semester. Appropriate technology will be selected by the instructor.

Prerequisite: Three years of high school mathematics or MATH 108 or satisfactory performance on the Mathematics Placement Test

MATH 120

Precalculus

Three Credits LA

Precalculus is an introduction to the basic mathematical skills necessary for the study of calculus. The topics studied include rational expressions, analytic geometry, and the elementary properties of functions including exponential, logarithmic, and trigonometric functions. This course is intended for students who plan to enroll in MATH 241 but lack the necessary background. Appropriate technology will be selected by the instructor. This course is offered every fall.

NOTE: This course may not be taken for credit by students who have completed MATH 241 or higher courses or their equivalents.

Prerequisite: Two years of high school algebra or MATH 108

MATH 130

Introductory Statistics I

Three Credits LA

This course introduces the basic ideas and techniques of statistics including: descriptions of sample data; simple probability; the binomial and normal distributions; estimation; hypothesis testing; correlation and regression; and the chi-squared distribution. Appropriate technology will be selected by the instructor. This course is offered every semester.

NOTE: This course may not be taken for credit by students who have completed MATH 330.

Prerequisite: Three years of high school mathematics or MATH 108 or satisfactory performance on the Mathematics Placement Test

MATH 131

Introductory Statistics II

Three Credits LA

This course continues the study of correlation and regression and the chi-squared distribution. It also treats experiment design, non-parametric techniques, and specialized statistical techniques. Appropriate technology will be selected by the instructor. This course is offered upon sufficient student demand.

Prerequisite: MATH 130

MATH 205

Discrete Mathematics

Four Credits LA

This course introduces the algebraic concepts, methods, and techniques that form the basis of computer science, including the relevant areas of logic, set theory, matrices, graphs, geometric linear algebra, and the theory of relations; functions; bounds; and permutations. Offered every semester.

Prerequisite: Three years of high school mathematics

MATH 210

Linear Algebra

Three Credits LA

This course introduces the theory of vector spaces and linear transformations as abstract systems. Matrices, matrix operations, and determinants are introduced and they are used to study systems of linear equations, characteristic value problems, and various applications. Appropriate technology will be selected by the instructor. This course is offered every semester.

Corequisite: MATH 241 or permission of the instructor

MATH 220

Introduction to Data Analysis

Four Credits LA

Dual listed as DATA 220

This course introduces the basic ideas and techniques of data science including: exploratory data analysis, experimental design and sampling; relationships between one and several variables including single and multiple regression and two way tables; sampling distributions; inferential statistics for means, proportions, and regression coefficients; simple ANOVA. The course includes a computer lab using an appropriate high level statistical software package such as R. This course is offered every semester.

Prerequisite: Three years of high school mathematics or satisfactory performance on the Mathematics Placement Test

MATH 230

Operational Models

Three Credits LA

This course surveys modern mathematical techniques that have special applicability in business and economics. Among the topics considered are linear programming, including simplex, transportation, and assignment algorithms; queueing theory; simulation; and scheduling techniques. Computer use will be required since the development of mathematical models and the interpretation of results are emphasized. This course is offered upon sufficient student demand.

NOTE: This course may not be taken for credit by students who have completed MATH 430.

Prerequisites: MATH 130 and MATH 115, MATH 241 or MATH 242

MATH 241

Calculus I

Four Credits LA

This course introduces the differential and integral calculus of algebraic, trigonometric, exponential, and logarithmic functions on the real line. Limits, continuity, the mean value theorem, and the Fundamental Theorem of Calculus are considered as well as applications using these ideas. Appropriate technology will be selected by the instructor. This course is offered every semester.

Prerequisite: Three years of high school mathematics including trigonometry or MATH 120

MATH 242

Calculus II

Four Credits LA

This course discusses applications of the definite integral as well as techniques of integration. Sequences and series, Taylor's theorem, and polar notation are considered. Appropriate technology will be selected by the instructor. This course is offered every semester.

Prerequisite: MATH 241

MATH 251

Discrete Mathematics II

Three Credits LA

This course continues the development begun in MATH 205. It includes the study of partially ordered sets, lattices and Boolean algebras, groups and semigroups, and matrix methods.

Prerequisite: MATH 205

MATH 310

Introduction to Mathematical Reasoning

Three Credits LA

This course focuses on developing the habits of thought and careful exposition that are essential for successful study of mathematics at the junior/senior level. Fundamental proof methods including proof by contradiction, by induction, and through case analysis are studied in the context of elementary set and function theory, number theory, and binary relations. This course is offered every semester.

Prerequisite: MATH 242

MATH 321

Differential Equations

Three Credits LA

Solutions to linear and non-linear differential equations are generated by use of integration techniques, series, and transform methods. Numerical methods for generating approximate solutions and geometric methods for the qualitative study of dynamical systems are also considered. Offered at least biennially in the spring.

Prerequisites: MATH 210 and MATH 343, or permission of the instructor

MATH 330

Probability and Statistics

Three Credits LA

This course is an introduction to probability as a basis for the theory of statistics. The topics covered include sample spaces; conditional probability and independence; discrete and continuous distribution functions; random variables; and joint and marginal probability distributions. Offered at least biennially in the fall.

Prerequisite: MATH 343

MATH 331

Applied Statistics

Three Credits LA

This course considers the applications of probability to problems of statistical inference, including correlation, regression, sampling estimation, hypothesis testing, goodness-of-fit tests, and design of experiments. A statistical software package such as R will be used. Offered biennially in the spring upon sufficient student demand.

Prerequisite: MATH 330

MATH 343

Calculus III

Four Credits LA

This course introduces multivariate calculus. Topics covered include: vector geometry, functions of several variables, partial derivatives, and multiple integration. As time permits, line and surface integrals, Green's and Stoke's theorems with related topics and their applications, as well as differential equations may be covered. Appropriate technology will be selected by the instructor. Offered every semester.

Prerequisite: MATH 242

MATH 393-394

Special Topics in Mathematics I-II

Three Credits each LA

A "special topics" course is a regularly scheduled class whose subject matter is not covered by any of the cataloged courses of the discipline. The specific content is described when the course is listed in the schedule of classes.

Prerequisite: Permission of the Dean

MATH 395

Math Practicum

One Credit

Each student will participate in an approved and supervised service activity which makes direct and substantial use of the student's mathematical expertise. Examples include tutoring in the Math Lab and conducting review sessions for the Learning Center. This course is only open to Mathematics majors and minors. The maximum number of credits that a student can earn is three.

MATH 410

Abstract Algebra I

Three Credits LA

This course introduces the basic concepts of modern algebra: axiomatic definition of algebraic structures and homomorphisms. It concentrates on group theory with an introduction to ring theory. Additional topics may include elementary number theory, group actions, or the Sylow theorems. Offered at least biennially in the fall.

Prerequisites: MATH 210, MATH 310

MATH 411

Abstract Algebra II

Three Credits LA

A continuation of Math 410, this course concentrates on aspects of the theory of rings, fields, and modules. Closely related topics in number theory, Galois theory, or graph theory may also be covered. Offered biennially in the spring upon sufficient demand.

Prerequisite: MATH 410

MATH 412

Computational Linear Algebra

Three Credits LA

This course explores some of the computational aspects of linear algebra. It considers both the theoretical and applied mathematical aspects of algorithms and provides the student with opportunities for further development of programming skills. Offered biennially in the spring upon sufficient student demand.

Prerequisite: MATH 210

MATH 420

Mathematical Analysis I

Three Credits LA

This course undertakes a rigorous study of the topology of real numbers and more general spaces, taking a unified approach to sequences and series and continuity. It may also include sequences of functions, differentiation, and the Fundamental Theorem of Calculus. Offered at least biennially in the fall.

Prerequisites: MATH 210, MATH 310, MATH 343

MATH 421

Mathematical Analysis II

Three Credits LA

This course undertakes a rigorous study of the inverse and implicit function theorems, the Riemann integral and the Fundamental Theorem of Calculus, the integration of forms, and Stokes Theorem. If time permits, an introduction to Lebesgue integration will be given. Proofs of elementary theorems will be expected of the student. Offered upon sufficient student demand.

Prerequisite: MATH 420

MATH 422

Applied Mathematics I

Three Credits LA

This course considers advanced techniques in the analysis and applications of systems of ordinary differential equations. Topics may include Laplace transforms, Hamiltonian and Lyapunov stability, and bifurcations. The roles that

matrices and complex variables play in modeling will be discussed. MATH 422 is offered at least biennially in the fall.

Prerequisite: MATH 321

MATH 423

Applied Mathematics II

Three Credits LA

This course investigates analytic and numerical solutions to partial differential equations. Particular emphasis is placed on using Fourier series for analysis of the heat equation, wave equation, and Laplace's equation. Additional topics may include applications involving modeling physical and chemical processes. MATH 422 is not a prerequisite for this course. MATH 423 is offered upon sufficient student demand.

Prerequisite: MATH 321

MATH 424

Complex Analysis

Three Credits LA

This course investigates the theory of functions of a single complex variable, considering continuity, differentiability, the Cauchy-Riemann equations, analytic functions, complex integration, Cauchy's Theorem, Taylor's Theorem, Taylor and Laurent series, residue theory, conformal mapping, and harmonic functions. Offered biennially in the spring upon sufficient student demand.

Prerequisites: MATH 310, MATH 343

MATH 430

Operations Research

Three Credits LA

This course introduces the basic ideas and methods of operations research, considering topics selected from linear programming and the simplex method; transportation problems; sensitivity analysis; graphs and networks; CPM; PERT; dynamic programming; game theory; Markov chains; queueing; birth and death processes; inventory theory; simulation; and computer considerations. Offered biennially in the fall upon sufficient student demand.

Prerequisite: MATH 210

MATH 440

Numerical Analysis

Three Credits LA

This course studies the design and implementation of numerical algorithms for computing devices, considering number systems and error analyses; nonlinear equations; systems of linear equations; matrix operations including inversion and eigenvalue problems; interpolation; differentiation and integration; ordinary differential equations; and difference methods for some partial differential equations. Offered biennially in the spring upon sufficient student demand.

Prerequisites: MATH 210, MATH 242, CMPT 120

MATH 441

Combinatorics

Three Credits LA

This course introduces the concepts and techniques used when analyzing discrete mathematical structures and relations. The topics covered include counting principles, the Inclusion-Exclusion Principle, recurrence relations, topics from graph theory, and generating functions. As time permits, topics from finite geometry, Ramsey Theory, matroids, or block designs may be investigated. Offered biennially in the spring upon sufficient student demand.

Prerequisite: MATH 310 or by permission of instructor

MATH 450

Fundamental Concepts of Geometry

Three Credits LA

This course provides an introduction to the concepts of geometry, with an emphasis on the relationship between algebra and geometry. Euclidean plane geometry is studied in terms of various transformations and their groups. This is followed by a systematic treatment of affine and projective spaces over fields and a brief survey of other geometries. Offered at least biennially in the fall.

Prerequisites: MATH 210, MATH 310, MATH 343

MATH 451

Elementary Topology

Three Credits LA

This course introduces the basic concepts of point-set topology, beginning with the notions of metric and topological spaces and the definitions of a continuous function and a homeomorphism. Subspace, product, and quotient topologies are introduced, and the fundamental topological features of connectedness, compactness, and the Hausdorff separation property are studied. Additional topics in point-set, geometric, or algebraic topology may be included according to the interests of the instructor and the class. Offered upon sufficient student demand.

Corequisite: MATH 410 or 420

MATH 452

Foundations of Mathematics

Three Credits LA

This course considers mathematical systems, mathematical logic and proof, the real number system, and topics in the philosophy of mathematics. Offered upon sufficient student demand.

Prerequisites: MATH 210, MATH 343, or permission of the instructor

MATH 470-471

Advanced Topics in Mathematics I–II

Three Credits each LA

These courses are designed for upper-level mathematics students. The course format is flexible and will be chosen to respond to the needs of the students participating and the nature of the subject being studied. The topics considered must have upper-level prerequisites, but may otherwise be chosen to satisfy student and faculty interests. Offered upon sufficient student demand.

Prerequisite: Permission of instructor

MATH 477

Capping Course

Three Credits LA

This course helps students to unify and integrate their mathematical education and to place it in a broader context of scientific, philosophical, and social issues. Each student selects a topic, makes two presentations to the seminar, and prepares a major paper. When appropriate, there may be presentations by faculty and outside speakers, but the focus will be on student activity. Topics for consideration will be chosen from the areas of philosophy, foundations, history, and applications. Offered every spring.

Prerequisite: Senior standing or permission of the instructor

MEDIA STUDIES AND PRODUCTION

MDIA 101

Introduction to Media Studies

Three Credits LA

This course introduces students to theories, history, production practices, research, and writing associated with media studies. Students will critically examine various media such as film, television, games, websites, social media, and radio. Media convergence, ethics, storytelling, culture, and creativity will be explored throughout the course. Offered every year.

MDIA 103

Digital Toolbox

Three Credits LA

Dual listed as COM 103

This course provides essential skills in digital media applications including developing text, still and moving images, information graphics, and audio files for Web-based presentation for a wide range of communication professions and serves as a foundation for more advanced courses involving Web-based production. Offered in fall and spring.

MDIA 110

Introduction to Design

Three Credits LA

This course will help students use media to more effectively communicate ideas, perspectives, and knowledge. Students will be introduced to the aesthetic

principles of designing interactive media, including composition, color, navigation, typography, layout, texture, interactivity, iconography, and imagery. There will be hands-on practice in character sketching and storyboarding, visual research, paper prototyping, web design, and basic animation. Topics include visual signification, the social and aesthetic functions of the image, DIY, and the language of emerging media. The focus will be on digital, interactive and screen media, such as games, apps, websites, and mobile. Film, television, comics and print media will also be included. No prior knowledge or technical expertise is required. Offered every year.

MDIA 120

Art of Film

Three Credits LA

An introduction to the techniques, aesthetics, forms, functions, effects, and values at work in cinema. Students will learn to identify and analyze the techniques and methods used in a wide range of films with the goal of demonstrating how meaning is created. This course fulfills the Core Distribution Requirement in Fine Arts. Offered in fall and spring.

MDIA 201

Writing for Media

Three Credits LA

This course emphasizes writing style and mechanics, pre-writing techniques and idea generation, concept pitching, workshopping, storyboarding, and basic dramatic and comedic principles as students create professionally formatted scripts for a variety of common and emerging media. Projects include writing public service announcements, short films, podcasts, episodic television shows, video games, and interactive experiences. Offered in fall and spring.

Prerequisite: Sophomore standing

MDIA 203

Video Production

Three Credits LA

An introduction to the major areas of video production: practical camera operation, audio production, lighting, and post-production. Students also learn theoretical and aesthetic principles of film, television and video. This course provides concepts and vocabulary designed to prepare students for a professional production environment. Offered in fall and spring.

Prerequisite: Sophomore standing

MDIA 206

Acting I

Three Credits LA

Dual listed as ENG 227

See ENG 227 for course description.

MDIA 210

Interactive Media I

Three Credits LA

This course introduces students to the design process and design thinking. Students will practice a variety of techniques, exercises and approaches that can be used to design any interactive media, including websites, games, blogs, e-books, webisodes, and mobile applications (apps). During the first half of the course, students learn the fundamentals of interaction design, including interface and user-centered design, and practice analyzing and critiquing interactive media. The second half of the course is focused on working in a group to create a set of designs for an interactive experience. Theories, critiques, and practices from a variety of fields will be used, such as psychology, education, business, communication, art and the humanities. Each semester will pose a new design theme. Past themes have included “the environment” and “civic engagement.” No programming experience is necessary. Offered in fall.

Prerequisite: Sophomore standing

MDIA 301

Screenwriting for Film and Television

Three Credits LA

Dual listed as ENG 303

This workshop course focuses on the tools professional screenwriters use to create compelling film and television stories. Students will learn scene-writing

techniques based on the principles of dramatic irony, visual storytelling, three-act story structure, and protagonist-driven narrative. Students will identify and solve story problems in their own writing and in the writing of their classmates as they develop concepts into treatments and step outlines for feature-length movies or hour-long television scripts. Offered in fall.

Prerequisites: ENG 117, junior standing

MDIA 302

Editing

Three Credits

This course seeks to develop both technical skills and aesthetic sensibilities necessary for video editing. Students will become familiar with Avid, learning tools and time-saving techniques of nonlinear editing workflow. Approaches to editing specific types of programs such as interviews, dramatic narratives, and music videos will be explored. Graphics creation and audio enhancement will also be covered. Offered in fall and as necessary.

Prerequisite: MDIA 203 or instructor's permission

MDIA 304

Audio Production

Three Credits

Fundamentals of audio recording, editing, mixing, and processing are addressed in a broad range of applications, including radio, film, television, music production, and audio for the Internet. Also includes theoretical concepts about the nature of sound and psychoacoustics. Offered in fall and spring.

Prerequisite: Junior standing or instructor's permission

MDIA 305

Lighting and Cinematography

Three Credits

In this course students will study the artistic, aesthetic and technical elements of cinematography and lighting as they relate to single camera film and video production. The artistic elements include the use of color, diffusion, framing, depth of field and shot composition. The technical elements include the physical tools and accessories used in film and video production such as lights and cameras. Offered as and when necessary.

Prerequisite: MDIA 203 or instructor's permission

MDIA 306

Media Performance

Three Credits LA

Dual listed as ENG 306

This course provides the student who is serious about a career in front of the camera or mic with an opportunity to analyze, synthesize, and refine their media performance skills in a number of key areas, including that of electronic journalism, dramatic and comedic acting, documentary and corporate video narrative, and radio deejay performance. Offered as and when necessary.

Prerequisite: Junior standing or instructor's permission

MDIA 310

Interactive Media II

Three Credits LA

This course builds on earlier courses and continues to develop students' understanding of the design process, iterative design, information architecture, user testing and prototyping. Students will focus on the formative and summative assessment of their design practice, using a variety of research methods and techniques, such as surveys, focus groups, observation, interviews, and usability testing. Students will also conduct a series of rapid prototyping and design exercises that will support the creation of a robust portfolio. Case studies, reading, discussion and weekly critiques will help students hone their practice. Students will be required to present their work regularly in a variety of written, visual, and digital formats. No programming experience is necessary. Offered in spring.

Prerequisite: MDIA 210

MDIA 311

Media Theory and Methods

Three Credits LA

This course is an upper-level seminar in media and its social, theoretical, and creative implications. Students will learn theoretical and critical perspectives on the economic, legal, cultural, social, and political implications of media formats from a variety of perspectives and disciplines. Students will identify, evaluate and apply research findings in the development of an original research project. Research methods taught include textual analysis, content analysis, ethnography, survey and quantitative analysis, case studies, and user testing. Topics include digital culture, convergence, narrative, the cyborg, semiotics, digital art, representation and remediation, as well as the expansion of media infrastructures and the development of global and mass mediated technologies. Offered in spring.

Prerequisites: MDIA 101 or COM 101, or instructor's permission. Junior standing.

MDIA 312

Online Culture

Three Credits LA

This course introduces students to theories, research methodologies, and design techniques related to online and social media, including the Internet, mobile, online games, and other platforms. This includes YouTube, Facebook, Twitter, World of Warcraft, and Instagram. Students will learn how people connect online, represent, identify, advertise and sell, and express cultural values. Students will be introduced to the process of designing and prototyping online media. No technical knowledge is required. Offered as and when necessary.

Prerequisite: Junior standing or instructor's permission

MDIA 313

Storytelling Across Media

Three Credits LA

This course provides an introduction to interactive storytelling and storytelling across media, as well as branding, advertising and business considerations. Media properties such as Harry Potter, Star Wars, Lady Gaga, American Idol, and The Matrix will be analyzed. Students will work individually and collaboratively to critique media properties, as well as design their own interactive stories. This class emphasizes an iterative design process, and no technical knowledge is required. Offered as and when necessary.

Prerequisite: Junior standing or instructor's permission

MDIA 314

Game Design I

Three Credits LA

This course introduces students to the game design process, including devising game mechanics, rules, goals, and design principles. The course also emphasizes the analysis, interpretation, and impact of games, and how this relates to the design process. Students will individually and collaboratively design digital and non-digital games, as well as practice playtesting and prototyping techniques. No programming experience is necessary. Offered as and when necessary.

MDIA 316

Ethics and Gaming

Three Credits LA

This course introduces students to the intersection of ethics and gaming, by providing students with a foundation in ethics and relating it to game design and game studies. Students will be exposed to different case studies of both digital and non-digital games considering how values and cultural norms are represented and negotiated. Students will consider how games may help us learn values and practice ethics. They will also better understand the controversies and concerns related to gaming and game production, and how this relates to broader social issues, such as gender, racial and sexual identity; violence; and social justice and empathy. Students will critique games in light of a variety of ethical frameworks such as virtue ethics, hedonism, Kantianism, utilitarianism, and Feminism. No technical knowledge is required. Offered as and when necessary.

Prerequisite: Junior standing or MDIA 314

MDIA 320

History of Electronic Media

Three Credits LA

This course examines the history of electronic media from the development of radio to television, digital media, and the Internet. Emphasis is placed on exploring the economic, social, governmental, and political factors that spurred the growth of these media and how electronic media's cultural products have impacted society. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 321

Television Theory and Criticism

Three Credits LA

This course introduces students to the study of television from theoretical and critical perspectives and to the practice of academic research in television studies. Students will learn to identify, evaluate, and apply research findings in the development of an original research project. This course will provide the student with the tools to critically study television both as an art and as a cultural barometer. The student will learn various critical methodologies drawn from other arts – film, literature, drama, and other performing arts. The methodologies will include criticism from socioeconomic, historical, mythological, psychological, semiotic, quantitative, and sociological perspectives. Offered in fall and as necessary.

Prerequisite: MDIA 120

MDIA 322

Film Theory and Criticism

Three Credits LA

This course introduces students to the major early and contemporary film theories and theorists, and to the practice of academic research in film studies. Students will learn to identify, evaluate, and apply research findings in the development of an original research project. Critical methodologies will include criticism from sociological, socioeconomic, psychological, and semiotic perspectives. Topics and theories covered may include: the language of film; realism and formalism; film acting, costume, and sound; film genre; class, race, and ethnicity; feminism; psychoanalytic theory; queer theory; ecocriticism; and theories of spectatorship. Offered in fall and spring.

Prerequisite: MDIA 120

MDIA 323

Film and History

Three Credits LA

Dual listed as HIST 381

An interdisciplinary examination of the relationship between history and its representation on film – how filmmakers use, modify, and even interpret historical periods, figures, and events for their purposes. The course will, at the same time, examine how filmic modifications are dictated by the demands of the medium and by the historical and cultural contexts under which the films are made. The course may focus on a particular historical period, event, culture, or theme. Offered as and when necessary.

Prerequisites: HIST 101, junior standing, and one HIST or one MDIA or COM course

MDIA 324

Experimental Film and Video

Three Credits LA

Examines the theory and practice of a major 20th-century art movement from its origins in Dada and surrealism to more recent abstract expressionist, minimalist, and structuralist works. The course focuses on how experimental film and videos differ in form, technique, and content from the more traditional narrative and documentary movements. The course examines the works of Marcel Duchamp, Luis Buñuel, Man Ray, Maya Deren, Kenneth Anger, James Broughton, the Whitney Brothers, Stan Brakhage, Michael Snow, and others. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 325

Documentary Film

Three Credits LA

This course is an examination of documentary film and video, both as a film movement and as a record of history. The course surveys the historical development of the documentary, to recent trends in documentary. Various aspects of the documentary will be explored, such as: documentary as social advocate, Cinéma Vérité, propaganda, and ethnographic uses. The impact of the documentary movement on society will be explored. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 326

Race and Ethnicity in Film

Three Credits LA

An investigation of the representation of race and difference in cinema. The course focuses on analyzing how racism is articulated in Hollywood films and also considers the question of difference in the cinema of other selected countries. Methods of resistance and subversion will be explored and assessed. Students will examine depictions of race and ethnicity in film from such perspectives as historical, psychoanalytic, semiotic, feminist, cultural, and ideological. This course fulfills a requirement for the African Diaspora Studies Minor and the Cinema Studies Minor. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 331

Current Issues in Television

Three Credits LA

This course examines contemporary issues affecting television today, as a medium, industry, and art form. Through readings, viewings and producing research papers, students will analyze in depth such topics as: children and television, violence, sports, emerging genres, reality TV, and effects of FCC regulations. May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 332

Current Issues in Film

Three Credits LA

This course examines contemporary issues in film studies. Through reading, viewing and producing research papers, students will analyze in depth such topics as: recent morphs of the horror genre, postmodern film, film spectatorship, independent filmmaking, film in the digital age, 3D films, Queer Cinema, Dogme 95, Mumblecore, and sequels. May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 335

Gender and Media

Three Credits LA

Dual listed as WMST 385

An examination of gender differences as reflected in media. The course will focus on how gender is constructed in domestic and international films, television, video games, etc. Topics include the “gaze,” the patriarchal structure of the entertainment industry, the psychological positions of the male and female spectator, and theoretical approaches to feminist and masculinist analysis of texts. Readings will draw from feminist, psychoanalytic, semiotic, and sociological perspectives. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 339

Film and Literature

Three Credits LA

Dual Listed as ENG 339

This interdisciplinary course examines the working relationship between literary texts and cinema. The course may explore the ways filmmakers interpret and modify the literary text, how those modifications are dictated by the demands of the medium, and how they help illuminate the original piece of literature and its contexts. Alternatively, the course may also explore the expression and representation of particular themes in literary and cinematic

works. This exploration will draw upon structural elements such as plot, setting, characterization, and point of view that are common to both creative forms, highlighting similarities and analyzing the differences that emerge. This course is designed to be taught by a faculty member in each discipline. Fulfills the Core Distribution Requirement in Literature. Offered as and when necessary.

Prerequisites: Junior standing and at least three credits of Core literature.

MDIA 350

Directing

Three Credits LA

Dual listed as ENG 350

See ENG 350 for course description.

MDIA 360, 361, 362

Media Internship

One, Three, or Six Credits each

Designed to be a professional work-related experience. Provides the student with a practical, hands-on opportunity to apply theory in a professional work setting. Seminar meetings afford students a chance to critically examine the relationship between theory and practice. Successful students will enhance their knowledge of communication and media theory and skills in a real-life atmosphere under the supervision of practicing professionals in the media industry. Offered in fall, spring, and summer.

NOTE: Internships carry general elective credit and may not be used to fulfill media arts elective requirements.

Prerequisites: Junior standing, permission of Internship Director, and CRDV 100N

MDIA 390, 490

Independent Research in Media Studies

Three Credits each LA

Directed independent study and research under the supervision of a faculty member. Offered as and when necessary.

Prerequisites: Permission of instructor and Dean

MDIA 401

Advanced Screenwriting

Dual listed as ENG 403

Three Credits LA

This workshop course will guide students through the drafting and rewriting process as they complete and polish a full-length film or television screenplay. In addition to creating their own scripts and workshoping those of their classmates, students will learn to analyze stories for the screen and to write professional-quality coverage for produced and unproduced screenplays. Students will also learn how to enter scripts in competitions and festivals, how to attain representation, and how other careers in the entertainment industry are related to script writing and development. Offered as and when necessary.

Prerequisite: MDIA 301

MDIA 402

Advanced Post Production

Three Credits

Advanced Post Production expands upon foundational skills learned in MDIA 302, exposing students to advanced concepts of rhythm and pacing as well as techniques particular to editing sequences of action, comedy, dialogue, and documentary. Students will learn advanced features of Avid Media Composer including multi-layer effects and compositing, animation, time effects, and color correction in preparation for the Avid Certification Examination. Applications such as the Adobe Creative suite will be used in conjunction with Media Composer. Offered as and when necessary.

Prerequisite: MDIA 302

MDIA 403

Multi-Camera Production

Three Credits

Multi-Camera Production builds upon the skills from MDIA 203 and applies them to a multicamera environment, giving students practical experience producing programs in studio and in the field. Students learn procedures and the responsibilities of each crew member, with emphasis on the roles of director,

assistant director, and floor manager. The challenges of live production, precise timing for broadcast, commercial breaks and multiple roll-ins are explored. Offered every year.

Prerequisite: MDIA 203

MDIA 405

Digital Filmmaking

Three Credits LA

This lab-intensive course provides an environment for groups of students to produce short documentary or narrative digital films. It is designed as a culmination of the student's production experience and involves pre-production, production, and post-production of original screenplays. Students have flexibility in choosing material, locations, talent, and aesthetic emphases, and are encouraged to enter films in film and media festivals. Offered every year.

Prerequisites: MDIA 203 and MDIA 302

MDIA 410

Game Design II

Three Credits LA

This course exposes students to advanced game design and level design techniques. The course will introduce a set of tools, platforms, mods, and engines, which will change from year to year at the discretion of the instructor. Possible platforms include Unity, Construct 2, GameStar Mechanic, Game Salad, and Gary's Mod. Depending on the chosen tools, students will design two-dimensional games, advancing to the development of three-dimensional games if possible. Offered as and when necessary.

Prerequisites: MDIA 314, Junior standing

MDIA 411

Topics in Interactive Media

Three Credits LA

This course focuses on a specific and timely topic related to interactive media. Students are first provided with relevant theoretical frameworks and a multidisciplinary foundation of the topic, as well as a brief history and survey of emerging trends. In addition, students will learn basic design principles related to the topic and gain an understanding of how to incorporate theory into their creative practices. May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 421

Topics in Television

Three Credits LA

This course focuses on a concentrated area of television studies, utilizing classroom screenings, selected readings, seminar discussions, and the development of a critical writing project. Possible topics include: genres (e.g., situation comedies, dramas, westerns); television auteurs (e.g., Norman Lear, Stephen Bochco); and national television (e.g., British, American), and themes. May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 422

Topics in Global Cinema

Three Credits LA

This course focuses on a concentrated area of cinema studies, utilizing classroom screenings, selected readings, seminar discussions, and the development of a critical writing project. Possible topics include: genres (e.g., Horror, Art Cinema); film auteurs (e.g., Alfred Hitchcock, Federico Fellini); film movements (e.g., French New Wave, Cinema Novo); National Cinema (e.g., American, Italian, British, German); and themes. May be taken up to three times under different topics. Offered as and when necessary.

Prerequisite: Junior standing

MDIA 431

3D Modeling and Visualization

Three Credits LA

Dual listed as ART 431

This course focuses on the creation of 2-dimensional computer generated models used for 2D and 3D printing, games, and animation. Students will explore the processes of this art form, including modeling, texturing, shading, rigging, scene

layout and rendering in order to create meaningful and unique visualizations. Techniques for character rigging and simulating physical space will be explored for preparation of future animation projects.

Prerequisite: MDIA 103 Digital Toolbox

MDIA 432

3D Animation

Three Credits LA

Dual listed as ART 432

This class focuses on the field of 3-D animation used for video, multi-media programs, games and the entertainment industry. Students will learn the process of using the computer to generate objects and their placement relative to space, cameras, and light sources. Centering on the mechanics of movement and the conception and the creation of animated forms, this course will introduce students to the principles of complex animation and physical simulation techniques. Offered every fall.

Prerequisite: MDIA 431

MDIA 460, MDIA 461, MDIA 462

Advanced Media Internship

Nine, Twelve, or Fourteen Credits each

A professionally oriented work experience in which the student spends a part- or full-time apprenticeship learning and contributing to the operation of a media-related facility. Completion of major requirements, course prerequisites, departmental screening, and clearance by the facility involved are necessary for participation in the seminar. The student is evaluated at the end of the semester by a facility supervisor and a faculty member who periodically visits the facility where the student spends the senior seminar. Offered in fall, spring, and summer. NOTE: Internships carry general elective credit and may not be used to fulfill requirements for the major.

Prerequisites: Permission of internship director, CRDV 100N

MDIA 480

Media Studies Capping

Three Credits LA

A capstone course required of all Senior Media Studies and Production Majors. The capping course brings coherence to a student's experience in the major by creating connections among the various sub-fields in which students have specialized, and it reinforces connections between the student's major and the student's experience in the Core. Offered in fall and spring.

Prerequisite: Senior standing

MEDICAL TECHNOLOGY

MEDT 260

Methods In Medical Technology

Four Credits

A study of the principles and practice of clinical laboratory medicine, including approaching the patient, venipuncture, laboratory procedures, and professional ethics. A site visit to a hospital laboratory is included. Offered every fall. *Three-hour lecture, three-hour lab per week.*

Prerequisites: BIOL 130-131

MEDT 301

Clinical Microbiology I

Four Credits

Introductory study of the classification, morphology, growth requirements, biochemical characteristics, and pathogenic mechanisms of infectious bacteria, fungi, and viruses. Laboratory exercises present techniques and procedures used to isolate and identify medically significant bacteria and fungi from clinical specimens. Offered every spring. *Three-hour lecture, three-hour lab per week.*

Prerequisite: BIOL 312

MEDT 305

Clinical Chemistry I

Four Credits

A study of clinical laboratory safety procedures, the principles of method and instrument evaluation, the manual and automated biochemical analysis of body fluids, including analytical procedures and correlation of laboratory data with

biochemical and physiological processes in health and disease states. Offered every spring. *Three-hour lecture, three-hour lab per week.*

Prerequisites: BIOL 130-131, and CHEM 201 or CHEM 211-212

MEDT 315

Hematology I

Four Credits

A study of the human hematopoietic system in health and disease states and its relationship to other organ systems. A morphological study of the cellular components of blood and the mechanisms of normal hemostasis plus the pathological changes caused by disease or by anticoagulant therapy. Venipuncture techniques will be used to obtain specimens for testing. Offered every spring. *Three-hour lecture, three-hour lab per week.*

Prerequisites: BIOL 130-131, CHEM 131-132, and MEDT 260 or permission of instructor

MEDT 340

Clinical Immunology/Immunohematology I

Four Credits

A comprehensive study of the cellular and humoral immune responses in health and disease. Includes serologic evaluation of infection, a study of human blood groups and associated genetics, transfusion therapy, detection of *in vivo* antigen-antibody reactions, and hemolytic disease of the newborn. Offered every spring. *Three-hour lecture, three-hour lab per week.*

Prerequisites: BIOL 130-131 and CHEM 131-132; BIOL 315 recommended

MEDT 345

Clinical Microscopy I

One Credit

A study of body fluids which encompasses urine, cerebrospinal fluid, gastric fluid, peritoneal, pericardial, amniotic, synovial, and seminal fluids. Includes renal physiology and pathophysiology of urinary tract disease and the microscopic and biochemical changes in urine which occur as a result of disease and are observed in the clinical laboratory. Offered every spring. *One-hour lecture, three-hour lab per week; eight-week duration.*

Prerequisites: BIOL 130-131 and CHEM 131-132

MEDT 350

Clinical Foundations in Medical Laboratory Science

One Credit

An orientation to the clinical portion of the Medical Laboratory Sciences Program, including the study of blood and blood borne pathogens; safety regulations in a hospital setting; exposure treatment and incident reporting; phlebotomy theory and practice; and NY State Rules and Regulations pertaining to the profession.

Prerequisites: MEDT 301, 305, 315, 340, and 345; or the permission of the instructor

MEDT 401

Clinical Microbiology II

Four Credits

Advanced study of clinical microbes and the pathogenesis of infectious disease. Supervised hospital and classroom instruction in current manual and automated systems for isolating and identifying medically important bacteria, fungi, viruses, and parasites from all sites of human infection. Methods in antimicrobial susceptibility testing for antibiotic therapy are included. Offered every summer/fall.

Prerequisite: MEDT 301

MEDT 405

Clinical Chemistry II

Four Credits

Advanced study of biochemical analysis of body fluids and the clinical significance of results. Supervised hospital and classroom instruction in performing these manual and automated analyses and the evaluation of test results. Offered every summer/fall.

Prerequisite: MEDT 305

MEDT 410

Hematology II

Four Credits

Advanced study of hematology and coagulation. Supervised hospital and classroom instruction in current techniques of hematological analysis and evaluation of the diagnostic significance of results. Testing and evaluation of hemostatic function are included. Offered every summer/fall.

Prerequisite: MEDT 315

MEDT 440

Clinical Immunology/Immunohematology II

Four Credits

Advanced study of immunology and immunohematology. Supervised hospital and classroom instruction in testing for antigen-antibody reactions resulting from blood group and tissue incompatibility and infectious disease; review of blood processing, antibody identification, and component therapy. Offered every summer/fall.

Prerequisite: MEDT 340

MEDT 445

Clinical Microscopy II

One Credit

Advanced study of body fluids. Supervised hospital and classroom instruction in diagnostic procedures used to evaluate all types of body fluids. Offered every summer/fall.

Prerequisite: MEDT 345

MEDT 477

Topics in Medical Technology

Three Credits

A lecture and discussion-oriented study of current topics in medical technology. Advanced topics in medical technology, medical technology education, biomedical ethics and laboratory management are included. Case studies and problem solving emphasized. Offered every spring. *Three-hour lecture per week.*

Prerequisites: MEDT 401, MEDT 405, MEDT 410, MEDT 440, MEDT 445

MUSIC

VOCAL COURSES

MUS 112

Beginning Vocal Skills I

Three Credits LA

This elementary voice class is designed to introduce the student to the fundamentals of singing and performance preparation, including singing diction in Italian, IPA, and song interpretation. Singing with a natural sound and a relaxed feeling is encouraged. Class participation is essential and the student is expected to perform in a recital at the end of the semester. Offered every fall. Participation in Marist College Singers twice per week is strongly encouraged.

MUS 113

Beginning Vocal Skills II

Three Credits LA

In this class, growth and development in the fundamentals of singing are fostered. Theories of vocal production and preparation are studied, including diction, song interpretation, and presentation. Class participation is essential and the student is expected to perform in a recital of two foreign-language pieces at the end of the semester. Offered every spring. Participation in Marist College Singers twice per week is strongly encouraged.

Prerequisite: MUS 112 or permission of the instructor

MUS 212

Intermediate Vocal Skills I

Three Credits

The goal of this level of voice instruction is to establish a sound vocal technique and a thorough understanding of the singing voice, and to begin the process of artistic singing. Participation in Marist College Singers twice per week is strongly encouraged. Offered every fall.

Prerequisite: MUS 113 or permission of the instructor

MUS 213

Intermediate Vocal Skills II

Three Credits

The goal of this level of voice instruction is to reinforce the fundamentals of singing while continuing the process of artistic singing. Students at this level are expected to participate in the Marist College Singers twice per week. Offered every spring.

Prerequisite: MUS 212 or permission of the instructor

MUS 351

Independent Vocal Study

Three Credits LA

Independent Vocal Study is designed to deal more specifically with the natural gifts of the singer and methods of handling particular vocal strengths and weaknesses. Students must take extra initiative in learning and memorizing songs to be performed in recital at the semester's end. This course may be taken for more than one semester for credit. Literature and pedagogy become more advanced with each semester of study. Offered when there is sufficient student interest.

Prerequisite: MUS 213 or permission of the instructor

CHORAL COURSES

MUS 110

Choral Singing I

Three Credits

If you love to sing in a group, or if you have always wanted to try this medium, supported with teaching of basic skills, this course is for you. Offered when there is sufficient student interest.

No prerequisites

MUS 111

Choral Singing II

Three Credits

Using the skills of Choral Singing I, experience the joy of singing through performances of music ranging from Bach to Broadway. This course stresses singing in choral parts. Offered when there is sufficient student interest.

Prerequisite: MUS 110 or permission of the instructor

MUS 301

Choral Singing III

Three Credits

This course provides an opportunity for the student with some choral experience to listen, study, and perform the more advanced contrapuntal choral music from all periods and in several foreign languages. Offered when there is sufficient student interest.

Prerequisite: MUS 111 or permission of the instructor

MUS 302

Choral Singing IV

Three Credits

This level of instruction offers opportunities for performance with orchestral accompaniment, singing with other community choirs and, on occasion, performing in foreign countries. Offered when there is sufficient student interest.

Prerequisite: MUS 301 or permission of the instructor

CHORAL ENSEMBLES

Each of the Choral Ensembles may be taken for one credit per semester, although credit is optional. Any of the Choral Ensembles may also be repeated for credit, not to exceed eight credits in four years.

MARIST COLLEGE SINGERS is an organization to which every member brings special talent. The blending of these gifts with hard work results in individual growth along with group distinction in artistic expression. This group sings with other college choral groups away and at home, for campus events and community celebrations, and tours both nationally and internationally. Offered every semester. Repeatable for credit.

MUS 250

Marist College Singers Men

One Credit

This ensemble is a division of the Marist College Singers and is open to all male students with a desire to sing. Each semester the group will give performances of its own literature for male voices in addition to joining with the Marist College Singers Women to perform literature for mixed choir. Repeatable for credit.

MUS 251

Marist College Singers Women

One Credit

This ensemble is a division of the Marist College Singers and is open to all upper-class female students with a desire to sing. Each semester the group will give performances of its own literature for treble voices in addition to joining with the Marist College Singers Men to perform literature for mixed choir. Repeatable for credit.

Prerequisite: Sophomore standing

MUS 252

Marist College Freshmen Women's Choir

One Credit

This ensemble is open to all freshman female singers with a desire to sing. Each semester the group will perform its own literature designed for female choir.

Prerequisite: Freshmen only

MUS 253

Marist College Chapel Choir

One Credit

This ensemble prepares and performs the music for Sunday evening Mass in the campus chapel. The group is open to all, without audition. Offered every semester. Repeatable for credit.

MUS 254

Marist College Gospel Choir

One Credit

The Gospel Choir is open to everyone who loves Gospel music and its joyful, universal message. The group performs a variety of uplifting, energetic Gospel both on campus and in the surrounding community. This group often performs community service for those in need. Open to all students. Offered every semester. Repeatable for credit.

No prerequisites

MUS 255

Marist College Women's Select Choir

One Credit

Membership by audition only. Intended for singers seeking an intensive choral experience. This group rehearses twice weekly, studies challenging literature for treble choir, and gives numerous performances during the year. Repeatable for credit.

Corequisites: MUS 251, MUS 252 or permission of the instructor

MUS 256

Marist College Chamber Singers

One Credit

Chamber Singers is a select chamber group of 28 voices. The members of this choral group are admitted by audition only. The group practices two hours per week, studies challenging choral repertoire, and performs frequently during the year. Offered every semester. Repeatable for credit.

Prerequisite: Permission of the instructor

INSTRUMENTAL COURSES

MUS 140

Beginning Instrumental Skills I

Three Credits LA

The purpose of the Instrumental Skills course is to increase the student's technical skills and musicianship. Each student will learn how to improve practice techniques and will apply them in a disciplined fashion throughout the semester.

The class will also explore the instrumental repertoire at the student's skill level. Each semester's work will culminate in a performance. Offered every fall.

No prerequisites

MUS 141

Beginning Instrumental Skills II

Three Credits LA

In Instrumental Skills II, growth and development of the student's technical ability and musicianship are encouraged. More challenging repertoire will be presented, and techniques toward mastery of the material will be explored. Each semester's work will culminate in a performance. Offered every spring.

Prerequisite: MUS 140 or permission of the instructor

MUS 240

Intermediate Instrumental Skills I

Three Credits LA

The purpose of the Intermediate Instrumental Skills course is to provide an opportunity for more advanced students to pursue an in-depth study of their chosen musical instruments. The semester will be spent working on advanced technical studies and appropriate musical repertoire at the student's skill level. Each semester's work will culminate in a performance. Offered every fall.

Prerequisite: Permission of the instructor

MUS 241

Intermediate Instrumental Skills II

Three Credits LA

Increasingly challenging repertoire will be presented, and techniques toward mastery of the material will be explored. Each semester's work will culminate in a performance. Offered every spring.

Prerequisite: Permission of the instructor

MUS 320

Independent Instrumental Study

One Credit

The purpose of this course is to provide the serious music student with an opportunity to take private instrument or voice lessons for academic credit. This intensive private lesson experience will help improve the quality of all the performing ensembles. Repeatable for credit; not to exceed eight credits in four years.

Prerequisite: Permission of the instructor

INSTRUMENTAL ENSEMBLES

Each of the Instrumental Ensembles may be taken for one credit per semester, although credit is optional. Any of the Instrumental Ensembles may also be repeated for credit, not to exceed eight credits in four years.

MUS 230

Jazz Foxes

One Credit

The purpose of the Jazz Foxes is to provide a continuing musical performance experience for jazz players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for jazz ensembles from all musical periods. Offered every semester.

No prerequisites

MUS 231

Brass Ensemble

One Credit

The Brass Ensemble is a performance workshop where students gain familiarity with a broad range of literature for brass. Precision, intonation, and interpretation are studied. Open to all students with a school-level proficiency. Offered every semester.

No prerequisites

MUS 232

Flute Choir

One Credit

The purpose of the Flute Choir is to provide a continuing musical performance experience for flute players. The course will foster the growth of musicality

through the rehearsal and performance of a wide range of music written or arranged for flute ensemble. Offered every semester.

No prerequisites

MUS 233

Woodwind Ensemble

One Credit

The purpose of the Woodwind Ensemble is to provide a continuing musical performance experience for clarinet and saxophone players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for clarinet and saxophone choir. Offered every semester.

No prerequisites

MUS 234

Orchestra

One Credit

The purpose of the Orchestra is to provide a continuing musical performance experience for string players. Students with sufficient ability on winds and brass will also be encouraged to participate. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for orchestra. Offered every semester.

No prerequisites

MUS 235

Handbell Choir

One Credit

The purpose of the Handbell Choir is to provide a continuing musical performance experience for handbell players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written for Handbell Choir. Offered every semester.

No prerequisites

MUS 236

Symphonic Band and Wind Symphony

One Credit

The two organizations provide continuing musical performance experiences for woodwind, brass, and percussion players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for the modern wind band. Offered every semester.

No prerequisites

MUS 237

Wind Symphony

One Credit

The Marist College Wind Symphony is a select group of auditioned instrumentalists. The course will foster the growth of musicality through the rehearsal and performance of a wide range of challenging music written or arranged for the modern wind ensemble.

Prerequisite: Permission of the instructor

MUS 244

Guitar Ensemble

One Credit

The Guitar Ensemble provides a continuing musical performance experience for guitar players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for Guitar Ensemble. Offered every semester.

No prerequisites

MUS 245

Percussion Ensemble

One Credit

The Percussion Ensemble provides a continuing musical performance experience for percussion players. The course will foster the growth of musicality through the rehearsal and performance of a wide range of music written or arranged for Percussion Ensemble. Offered every semester.

No prerequisites

PIANO COURSES

MUS 107

Beginning Piano I

One Credit

The course focuses on the basics of piano techniques. Music notation, rhythms, as well as coordination of both right and left hand are stressed. Simple repertoire is learned and performed in a recital at the end of the semester. If you always wanted to learn to play the piano, this is the course for you. Offered every semester.

No prerequisites

MUS 108

Beginning Piano II

One Credit

Previous knowledge of piano is required. A more advanced technique is taught as well as somewhat more difficult repertoire. Offered every semester.

Prerequisite: MUS 107 or permission of instructor

MUS 410

Advanced Piano

One Credit

Individual and group piano lessons for students with previous experience. Performance and sight-reading of appropriately challenging music will be achieved through daily practice of assignments and regular performance. Printed music required. Offered when there is sufficient student interest. Repeatable for credit.

Prerequisite: MUS 108 or permission of the instructor

THEORY COURSES

MUS 103

Sight Reading

Three Credits LA

This course will develop the student's skills in reading, singing, and hearing musical intervals, chords, and rhythms by means of musical notation and keyboard. Offered in the spring.

No prerequisites

MUS 120

Theory of Music I

Three Credits LA

The course includes a study of the fundamentals of musical notation, basic chords and chord progressions, and simple forms. Attention is also given to ear training, sight singing, and creative work at the individual level. Offered in the fall.

Prerequisite: MUS 103 or permission of instructor

MUS 220

Theory of Music II

Three Credits LA

The course includes a study of chromatic harmony, larger musical forms, and analysis of compositions using these materials. Further development of skill in harmonizing melodies, composing at the individual level, ear training, and sight singing. Offered when there is sufficient student interest.

Prerequisite: MUS 120 or permission of instructor

APPLIED MUSIC AND HISTORY COURSES

MUS 105

Introduction to Music

Three Credits LA

Designed as an introduction to music form, genres, and performance. The class will concentrate on the vocabulary of music and performance within an historical perspective. Concert attendance and music critiques will be required.

No prerequisites

MUS 106

Jazz and Sound

Three Credits LA

The study of the roots of jazz from its early European and African heritage to the present will be achieved by examination of the diverse styles. Dixieland, Blues, Swing, Bebop, Cool, Fusion, spontaneous improvisation, and current avant-garde practices will be required. Student presentations and written critiques will be strongly encouraged. Offered when there is sufficient student interest.

No prerequisites

MUS 226

Music Cultures of the World

Three Credits LA

Studying folk or ethnic music is one way to learn about other cultures and at the same time discover common means of expression. Examination of Western and non-Western folk music will be accomplished through class lectures, student presentations, and listening to a wide variety of recordings. Student discussion is as essential as frequent critical writing. Offered when there is sufficient student interest.

No prerequisites

MUS 242

Popular Music in America

Three Credits LA

This course explores the broad range of popular music, discussing important elements of popular music including rhythm, melodic style, and instrumentation. Most of the course is devoted to a survey of American popular music from 1840 to the present, as well as related musical styles that influenced the development of popular music. No previous knowledge of music is required.

No prerequisites

MUS 247

History of the Music Industry

Three Credits LA

This course is designed to study the history and evolution of the music industry in America and worldwide. Students will establish a musical vocabulary by discussing the elements of Music Theory and Instrumentation. The course will discuss aspects of the music industry including structure, marketing, distribution, promotion, contracts, and technology. This course is geared for artists looking for guidance, business entrepreneurs, management, selling and marketing careers in the music industry.

No prerequisites

MUS 248

History of Motion Picture Music

Three Credits LA

This course will develop the student's knowledge and appreciation of the functions of film music scoring, operational aspects of the film music industry, and the historical periods of film music from 1895 to the present.

No prerequisites

MUS 330

Beethoven and Schubert

Three Credits LA

The lives, music, and society of these two composers shall be examined in the context of musical style transformation from Viennese Classicism to early Romanticism. In addition, the course shall include information about their contemporary composers and society. Students will acquire a listener's ear for a large quantity of music by these two composers. Previous musical study or experience is recommended but not required.

No prerequisites

MUS 335

Opera

Three Credits LA

The Opera is studied from an historical vantage point. Beginning with the Medieval and Renaissance roots of this art form, the course proceeds through the Baroque and Classical periods to the Romantic and post-Romantic styles of the

19th and early 20th centuries. The course will also touch on the role of opera as a social revolutionary and political force. Offered every other spring.

MUS 340

Baroque Masters

Three Credits LA

The music and society of this pivotal time span (1600–1750) shall be examined with special attention given to contributions of the greatest composers: Monteverdi, Vivaldi, Scarlatti, Bach, and Handel. Offered when there is sufficient student interest.

No prerequisites

MUS 341

Romantic Music of the 19th Century

Three Credits LA

Romanticism manifested in the music of the major composers of the period will be understood by consideration of their lives and philosophies. Mendelssohn, Berlioz, Chopin, Liszt, and Tchaikovsky are only some of the featured composers. Listening required. Previous musical study or experience recommended.

MUS 342

Music of the 20th Century

Three Credits LA

This course focuses on an examination of the diverse styles of music in the last century. It will include the music of Impressionism, Expressionism, Serialism, Neoclassicism, Stravinsky, Gershwin, Copland, and Ives. Supplemental study of avant-garde, jazz, rock, and contemporary issues will be augmented by student presentations and films. Listening required. Previous musical study or experience recommended. Offered when there is sufficient student interest.

MUS 343

Music in America

Three Credits LA

This course focuses on an historical view of the unique development of music in America from the 17th century to the present. Study will include music from the Revolutionary and Civil Wars, folk music, major American composers, minstrelsy, the origin of ragtime and musicals, as well as an examination of contemporary issues. Previous musical study or experience recommended. Offered when there is sufficient student interest.

MUS 344

Medieval and Renaissance Music

Three Credits LA

The extremely varied music and society of this long time span (1476–1600) shall be examined with special attention given to musical style evolution. Recognition and understanding shall be reinforced through listening to a large quantity of music. Previous music study recommended but not required. Offered when there is sufficient student interest.

No prerequisites

MUS 346

Amadeus Mozart and 18th Century Vienna

Three Credits LA

The historical background, biography, and compositions by Mozart and his contemporaries shall be examined in detail. The course will include criticism of relevant films and operas. Aural recognition of his music is emphasized. Previous musical study or experience is recommended but not required.

No prerequisites

MUS 391-392-393

Special Topics in Music I–II–III

One–Three Credits LA

“Special topics” courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered every year.

Prerequisite: Permission of Chair

PARALEGAL

PRLG 101

Introduction to Law

Three Credits LA

Dual Listed as POSC 102

Introduction to Law is an introduction to the study of the law and the legal system. The course introduces students to the methodology of legal studies, to an overview of major areas of law, and to the functions of the paralegal in each area, as well as to the ethical and professional responsibilities attendant to the field. Students are prepared to continue the subject-specific courses with sufficient background and foundation to make them meaningful. Offered annually.

PRLG 105

Origins of the American Legal System

Three Credits LA

Dual listed as POSC 105

This course introduces the student to the Anglo-Saxon origins of some of our legal institutions, e.g., the jury system, writs, habeas corpus, etc., and traces their development up to our own time. The student is shown why the Common Law developed as it did, what distinguishes Common Law from Roman civil law, and what influence the latter had on the former. The purpose of the course is to assist the student in achieving a better understanding of our legal traditions through an historical overview. Offered biennially.

PRLG 106

Juvenile Law and Procedures

Three Credits LA

Dual listed as CRJU 305

See CRJU 305 for course description.

PRLG 201

The Constitution and the Bill of Rights

Three Credits LA

Dual listed as POSC 300

This course examines current constitutional issues as they relate to the Bill of Rights, including privacy, censorship, freedom of religion, fairness in the criminal-justice system, and affirmative action. Offered biennially.

PRLG 206

Issues in American Constitutional Law

Three Credits LA

Triple listed as POSC 210 and HIST 210

See POSC 210 for course description.

PRLG 210

Introduction to Legal Research And Writing

Three Credits

Introduction to Legal Research and Writing teaches students how to use the tools found in a law library to solve legal problems and how to write a memorandum of law based on these tools. All primary sources of law and all significant secondary sources of law are studied, and the students are trained in the use of WESTLAW computerized legal research. Both federal and state materials are used extensively in this course. Offered annually.

Corequisite: PRLG 101

PRLG 221

Law and Society

Three Credits LA

Triple listed as CRJU 221 and POSC 221

See CRJU 221 for course description.

PRLG 311

Family Law

Three Credits LA

Family Law trains students in the law relating to marriage, dissolution of marriage, property distribution, and children. The theory and practice of family law, including the drafting, modification, and enforcement of divorce decrees, separation agreements, and prenuptial agreements are fully covered. The financial

consequences, including the tax consequences, of marriage and the dissolution of marriage are evaluated. Offered annually.

Corequisite: PRLG 101

PRLG 312

Criminal Law

Three Credits LA

Criminal Law analyzes the substantive and procedural aspects of criminal law. Students study the preparation of criminal cases for trial, the prosecutorial function, probation, bail, sentencing, investigation, interviewing in criminal cases, and the Constitutional limitations on criminal law. Offered annually.

Corequisite: PRLG 101

PRLG 313

Real Property and Title Search

Three Credits

Real Property and Title Search is a comprehensive analysis of real property ownership, title searching, and conveyance. The course includes a substantive and theoretical analysis of all documents associated with real property transactions, as well as a detailed study of the processes required to transfer real property. Offered annually.

Corequisite: PRLG 101

PRLG 315

Administrative Law

Three Credits

This course is designed to acquaint the student with procedures and practices of administrative judicial process, including all aspects of mediation and adjudication before federal and state agencies, review boards, and other governmental administrative, rather than judicial, hearings. Offered at least biennially.

Corequisite: PRLG 101

PRLG 380

Business Law I

Three Credits

Dual listed as BUS 380

See BUS 380 for course description.

PRLG 381

Business Law II

Three Credits

Dual listed as BUS 381

See BUS 381 for course description.

PRLG 410

Advanced Legal Research and Writing

Three Credits

This course emphasizes drafting of legal documents and memoranda and researching of specific legal problems. A thorough knowledge of basic principles of legal research is assumed. Offered at least biennially.

Prerequisites: PRLG 101, PRLG 210

PRLG 420

Wills, Trusts, Estates

Three Credits

Wills, Trusts, Estates introduces the student to the law applicable to property and its conveyance under descent by will, and by trust. The drafting of a will, the administration of an estate, the establishment and maintenance of trusts, and the tax principles of estate planning and administration are studied. Offered annually.

Corequisite: PRLG 101

PRLG 421

Corporate Law

Three Credits

Legal format and available forms for conduct of business of corporations. Emphasis on structure of corporations, manner in which corporations operate as fictitious persons, incorporation procedures, dissolution, and merger. Offered upon sufficient enrollment.

Corequisite: PRLG 101

PRLG 422

Civil Litigation and Practice

Three Credits

Civil Litigation and Practice reviews the theory and application of procedures in civil litigation in both state and federal courts. Trial strategies, rules of evidence pleadings, trial preparation, jury selection, settlements, and investigation are reviewed. Offered annually.

Corequisite: PRLG 101

PRLG 430

Law Office Management

Three Credits

Procedures, tools, and techniques for recordkeeping, diaring, work allocation, billing, and structuring of legal-service delivery in modern legal practice. Offered upon sufficient enrollment.

Corequisite: PRLG 101

PRLG 440

Labor Relations Law

Three Credits

A survey of the substantive and procedural aspects of the laws governing employer-employee relations. Emphasis is placed on the federal laws regulating union organizing, collective bargaining, and arbitral processes. Topics covered include the new pension law (ERISA), Occupational Health and Safety Act, Equal Employment Opportunity Act, and New York State Public Sector Labor Relations. Students role-play in mock collective-bargaining and arbitration exercises. Offered upon sufficient enrollment.

Corequisite: PRLG 101

PRLG 496-498

Work Experience or Legal Internship

Three Credits each

Paralegal students engage in work experience in law offices and government agencies. Work in the agency, readings, and a seminar project constitute the basis of the experience. Permission of the faculty supervisor is required for entrance to the course. Offered every semester.

Corequisite: PRLG 101

PHILOSOPHY

PHIL 101

Philosophical Perspectives

Three Credits LA

This course will introduce students to the nature and scope of philosophical inquiry. Students will examine some of the basic philosophical questions concerning knowledge (epistemology), reality (metaphysics), and human values (ethics, political philosophy, aesthetics) that underlie all other disciplines in the college curriculum. During their examination of these questions, students will gain an appreciation of some of the broad theoretical perspectives from which they can view other disciplines. They will also develop skills that are common to all disciplines: critical thinking and logical reasoning skills, as well as skills in clear speaking and writing. This course is taken by all Marist students and constitutes part of the first-year common academic experience.

PHIL 103

World Views and Values

Three Credits LA

This course will help students to ask basic questions about the ultimate meaning of life, to take a comprehensive and holistic world view, and to articulate a coherent values system. The basic methodology for teaching the course is comparative and socio-analytic. Offered every semester.

PHIL 200

Ethics

Three Credits LA

The question of ethics or moral philosophy is: What is the good? The field deals with such important sub-questions as: What is the source of moral law – that is, of right and wrong? Who should be the primary beneficiary of the fruits gained through the pursuit of moral values: oneself or others? What are the character traits – the virtues – by means of which human beings achieve values? This course

will study answers to these questions provided by great moral philosophers of history such as Plato, Aristotle, and Kant, and it will examine how these answers can be applied to moral issues relevant today – such as stem cell research, gay marriage and adoption, capital punishment, and torture of terrorists. Offered every semester.

Prerequisite: PHIL 101

PHIL 203

Introduction to Logic

Three Credits LA

This course will introduce the student to “applied” logic. It will deal with formal structures of thought only insofar as these can be readily applied to the organization of thought in written and spoken language. It will also identify the logical errors or fallacies that are most frequently made in written and oral discourse. Offered annually.

PHIL 210

Ancient Philosophy

Three Credits LA

This course will study the movement of philosophic thought from its rise with Thales on the coast of Asia Minor about six hundred years before the birth of Christ, through Socrates and the great systems of Plato and Aristotle, to its decline during the later Roman Empire. Offered annually.

Prerequisite: PHIL 101

PHIL 211

Modern Philosophy

Three Credits LA

Modern Philosophy begins in the 17th century as a revolt against the centuries-long orthodoxy of Scholasticism, Thomas Aquinas’s synthesis of Christianity and Aristotle. This course will study the new beginning that philosophers wanted to make. These philosophers fall into two groups. One is the Rationalists, whose main figures are Descartes, Spinoza, and Leibniz; the other is the Empiricists, whose main figures are Locke, Berkeley, and Hume. Both groups are mainly concerned with the same problems: [1] The nature and source of knowledge and [2] the nature of reality. The answers they give, however, are very different. With regard to knowledge, the Rationalists argue that some ideas are innate and that certainty can be acquired only by means of reasoning on the basis of those ideas; information acquired through the senses is unreliable. As for reality, it is not the familiar world we perceive by means of our senses but a world known through reason. The Empiricists, by contrast, argue that the foundation of all knowledge is the information we acquire through the use of our senses; while they do not reject the validity of reason outright, they remain skeptical about its results. Although they believe in a reality independent of the human mind when they start out, near the end they reject that any such reality exists. The course concludes by giving a brief account of how Kant attempted to solve the legacy of problems bequeathed to him by these thinkers. Offered every three years.

Prerequisite: PHIL 101

PHIL 213

Foundations of American Social Thought

Three Credits LA

This course will examine the major currents in American social thought. Although the course will consider the entire spectrum of the American timeline, it will place its emphasis on the European philosophical heritage of the American “experiment,” on the notion that America’s founding documents form a workable basis for putting its ideas – such as the rights of man and the separation of church and state – into practice, and on 20th-century developments. It will consider the uniquely American interaction between the ideas of individual self-responsibility and communal endeavor. Depending upon student and instructor interest and the state of current affairs, topics selected for special analysis may include religion and morality, civil rights, feminist ethics and gender issues, economic justice, and America’s role in the world. Offered every two years.

Prerequisite: PHIL 101

PHIL 233

Philosophy of Education

Three Credits LA

This course will analyze philosophical issues underlying the realm of education. What is the purpose of education? What are schools for? What is the proper content or subject matter of education? What is the most effective means of communicating knowledge? What happens in the teaching-learning process? What is the responsibility of the teacher? What is the responsibility of the student? What counts as successful teaching and learning? In addition to theoretical questions such as these, the course will examine issues such as religious education in public schools, moral education, multicultural and bilingual education, home schooling, distance learning, and standardized testing. Priority to Teacher Education students. Offered according to student and faculty interest.

Prerequisite: PHIL 101

PHIL 234

Social and Political Philosophy

Three Credits LA

Given that we human beings do and must live together, what form of government should we have, if any? Assuming that we do need a government, what purpose is it supposed to serve? Should the individual serve the state or should the state serve the individual? Do groups have rights or only individuals? What are rights? What is the proper relationship between the government and religion? Should they indeed be separate? This course will address questions such as these. In the course of doing so, it will examine some of the forms of government held up as ideally serving the purpose a government is supposed to serve: absolute monarchy, theocracy, a constitutional republic limited to protecting individual rights, communism, fascism, and the welfare state. The course will examine the views of thinkers such as Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Rawls, among others. Offered every three years.

Prerequisite: PHIL 101

PHIL 235

Philosophy and Technology

Three Credits LA

The connection between philosophy and technology is intimate. Technology is the application of scientific knowledge to create products or services that serve human needs or values (such as a wagon and a bow and arrow), but the values it can serve may be good or evil (a wagon may serve to transport goods more quickly and a bow and arrow to kill innocent people more efficiently). This course will study these two connections between technology and philosophy. On what does scientific knowledge depend? Why does scientific knowledge—and with it technology – advance in certain cultures and decline in others? Should knowledge and technology be allowed to advance unrestrained because of the good they can do (people being the ultimate cause of the evils they can cause) or should they be restricted because of the evils they can inflict upon us? Do advances in technologies – their workings not understood by most of us – sever and alienate us from the world and others? The course will focus on some of the more troublesome contemporary technologies, such as stem cell research, atomic energy, genetically engineered foods, psychotropic drug therapies, and prenatal testing and selection. Offered according to student and faculty interest.

Prerequisite: PHIL 101

PHIL 237

Aesthetics

Three Credits LA

This course serves as an introduction to the fundamental problems of aesthetics and the philosophy of art. Among these are issues of beauty and taste; the nature of art and the aesthetic; and questions about classifying, interpreting, and evaluating artworks. Students will consider prominent historical and contemporary texts, enriched by examples drawn from a wide range of high and popular arts. Through rigorous argumentation and discussion, students will achieve an enhanced awareness of how philosophy can help us understand the arts and the environment that surrounds us. This course can be used to satisfy the Core Fine Arts requirement. Offered every two years or according to student and faculty interest.

Prerequisite: PHIL 101

PHIL 240

Pragmatism

Three Credits LA

This course will focus on the philosophy of pragmatism. Pragmatists reject the notion that theory can be separated from practice: a belief is true, the pragmatists argue, if it “works.” While not all thinkers who espouse pragmatism are American, the theory was primarily developed by a number of American philosophers in the late 19th and early 20th centuries and has been described by some as a quintessentially “American” way of thinking. This course will examine the works of the “classical” American pragmatists, C. S. Peirce, William James and John Dewey, and it will also explore how the theory has been subsequently developed by contemporary thinkers such as Hilary Putnam, Richard Rorty, and Cornel West. Emphasis will be placed on the pragmatic conception of truth, the pragmatic understanding of scientific and religious belief, and pragmatic approaches to art, education, and moral and political life. Offered every three years.

Prerequisite: PHIL 101

PHIL 242

Existentialism

Three Credits LA

This course will investigate certain philosophical explanations of the meaning and value of human existence. The types of theories that it will explore argue that action, freedom, and choice are fundamental aspects of human existence. Unlike philosophical systems that define human beings as primarily rational, these philosophies of human existence do not. While they adhere to the primacy of the human being as the basis of philosophy, these philosophies question the primacy of reason and attempt to broaden the meaning of existence. Some of the thinkers that the course may examine include Kierkegaard, Nietzsche, Sartre, Camus, de Beauvoir, Jaspers, and Marcel. Offered every two years.

Prerequisite: PHIL 101

PHIL 301

Environmental Ethics

Three Credits LA

This course will provide a comprehensive and systematic overview of the key philosophical issues and arguments within the field of environmental ethics. The questions that will guide our inquiry and analysis include: Do non-living beings and living beings other than humans have a value of their own, not reducible to their instrumental value to human beings? If so, what value do such beings have and why? If not, why not? Do nonhuman beings in our environment have moral standing or is the humanistic understanding that human life is the only value essentially correct? Can we determine the “right thing to do” to nature and nonhuman entities solely on the basis of considering the short- or long-term interests of humans of this and/or future generations? These questions and the diverse answers to them underlie competing views concerning a host of important issues. The development of a comprehensive worldview may be labeled an “environmental ethic.” Offered according to faculty and student interest.

Prerequisite: PHIL 101

PHIL 310

Symbolic Logic

Three Credits LA

This course will provide an in-depth introduction to propositional and predicate logic, with emphasis placed on problem-solving applications. Valuable for all those interested in sharpening their critical thinking skills. Students who have taken Introduction to Logic are encouraged to enroll. Offered according to student and faculty interest.

PHIL 321

Medieval Philosophy

Three Credits LA

This course will study the leading thinkers of the medieval period, the time from the collapse of the Greek and Roman civilizations to the Renaissance, and analyze in depth some of the central philosophical questions of the period. Can God’s existence be proven? What is the proper relationship between reason and faith? What is the nature of universals—that is, the “objects” that general terms

are supposed to stand for? The course will pay special attention to the two leading thinkers of the age, Augustine and Thomas Aquinas. Offered every three years.

Prerequisite: PHIL 101

PHIL 323

19th Century Philosophy

Three Credits LA

This course will focus on the history of modern philosophy from the late 18th through the end of the 19th century. It will begin by examining how Immanuel Kant attempts to save philosophy from the excesses of Rationalism and the skepticism implied in Hume’s radical Empiricism. It will then examine the series of critical responses that Kant’s philosophy itself engendered. Specifically, it will examine how philosophers such as Hegel, Marx, Kierkegaard, and Nietzsche responded to Kant’s philosophy or its revised or developed versions. PHIL 211 is recommended but not required for this course. Offered every two years.

Prerequisite: PHIL 101

PHIL 324

Contemporary Analytic Philosophy

Three Credits LA

This course will explore the origins and development of analytic philosophy, the dominant approach to doing philosophy in the Anglophone world today. It will trace its development from its early origins in Germany, Austria, and the U.K., which led to the formation of the Vienna Circle and the rise and fall of logical empiricism, and conclude with ordinary language philosophy and the advent of eclecticism in the 1960s. As we proceed, we will consider how analytic philosophy emerged in the late 19th century as a movement in philosophy associated with developments in logic and the philosophy of language, how it became conceived as a research project, and finally how it came to be conceived as a way of doing philosophy. While we will explore the history of analytic philosophy chronologically, we will do so by focusing on a handful of topics. Specifically, we will focus primarily on developments in philosophical method, considering its implications for debates in epistemology, philosophy of language, philosophy of logic, and philosophy of mind. Some of the philosophers whose works we might study include J.L. Austin, Rudolf Carnap, Donald Davidson, Gottlob Frege, H.P. Grice, G.E. Moore, Hilary Putnam, W.v.O. Quine, Gilbert Ryle, Moritz Schlick, Peter Strawson, Alfred Tarski, Ludwig Wittgenstein, and others. Offered according to faculty and student interest.

Prerequisite: PHIL 101

PHIL 325

Contemporary Continental Philosophy

Three Credits LA

This course will focus on developments in Continental Philosophy from the beginning of the 20th century to the present day. “Continental Philosophy” is the general term used to describe the many strands of philosophical thought that originate from the continent of Europe, as opposed to those that are dominant in Britain and the United States. The purpose of this course is to introduce students to some of the most important theories and philosophers in this tradition. We will explore theories such as phenomenology, existentialism, the critical theory of the Frankfurt School, deconstruction, hermeneutics, French feminism, and postmodernism. We will examine the works of thinkers such as E. Husserl, M. Heidegger, J.-P. Sartre, M. Horkheimer, T. Adorno, J. Derrida, H.-G. Gadamer, L. Irigaray, J. Kristeva, M. Foucault, and J.-F. Lyotard. Offered according to faculty and student interest.

Prerequisite: PHIL 101

PHIL 331

Philosophy of Religion

Three Credits LA

Dual listed as REST 331

This course will investigate the philosophical issues inherent in the phenomena of religion and religious experience. It will critically analyze such issues as the existence and nature of God; faith and revelation as sources of knowledge; the creation of the universe; the meaning of existence—for both the individual and humanity as a whole; the nature and source of morality; and the analytic and poetic nature of religious language. The course will examine religious thinkers such as Augustine, Hegel, Kierkegaard, Maimonides, Pascal, Russell, and

Aquinas. All students must write an analytic research paper or present to the class an oral report based on their research. Offered according to student and faculty interest.

Prerequisite: PHIL 101

PHIL 332

Philosophy of History

Three Credits LA

This course will examine philosophical problems of history, including the nature of historical explanation and knowledge, causality in history, and historical necessity. The philosophy of history raises questions such as: What is the proper subject matter for the study of the human past? The individual subject? The polis or state? The culture? The species? Are there any definable patterns in human history, any signs of ultimate ends toward which events as a whole are moving? Are there any cycles of progress? If so, what are they and what is the driving force of that progress? If history can be said to progress, what is its ultimate direction? If it does not progress, is human history therefore random and devoid of meaning? The course may analyze the thought of figures such as Cicero, Augustine, Vico, Herder, Kant, Hegel, Marx, Nietzsche, Dilthey, Danto, and Foucault. Offered according to student and faculty interest.

Prerequisite: PHIL 101

PHIL 333

Philosophy and Film

Three Credits LA

Film is the dominant art form of our time and has become a fertile area for philosophical study. In this course, students will encounter some of the major problems in the philosophy of film, such as the nature of film and motion pictures, emotional and ethical involvement with film, and issues pertaining to various sub-genres of film like documentary, horror, and suspense. Readings, discussion, and a number of films screened in class will help students develop an enriched knowledge of metaphysics, epistemology, and value theory and serve as an effective way to sharpen critical vocabulary used in film theory and criticism. This course can be used to satisfy the Core Fine Arts requirement as well as requirements in the Cinema Studies Minor. Offered every two years or according to student and faculty interest.

Prerequisite: PHIL101

PHIL 335

Metaphysics: The Nature of Reality

Three Credits LA

This course will examine some of the deepest questions that human beings can possibly ask. What is the nature of reality or existence? Is it entirely material or does the immaterial also exist? Do abstract entities exist apart from the mind? Does anything exist apart from the mind or is the world a mental construct? Does everything happen according to fixed laws of nature or do some things happen simply by chance? What is our self? Is it our body, our soul, or both? If it is both our body and our soul, how are two such radically different things connected? Are we free to choose our actions from a set of alternatives or is everything we do determined by our genes, our upbringing, our environment, or by some combination of these? Students will critically examine possible answers to questions such as these in the history of philosophy, as well as attempt to answer them for themselves. Offered every three years.

Prerequisite: PHIL 101

PHIL 336

Epistemology: The Theory of Knowledge

Three Credits LA

What is knowledge and how is it acquired? Those are the two basic questions that this course will examine. Is all knowledge ultimately based on the information provided by our senses, or is some knowledge in us at birth? If knowledge is based on the information provided by our senses, how can we ever go beyond this to know about things not available to our senses—like atoms, the shape of the universe, or the nature of our souls? Do we know the world as it really is or only as it appears to us? Or is that a false alternative? What is truth? Is a claim true if it corresponds to the facts or because it coheres with our other claims or because it works to achieve our ends? How do we justify our beliefs? Is certainty ever possible? Students will critically examine answers to questions such as

these given by some of the great thinkers in the history of philosophy, as well as attempt to answer them for themselves. Offered every three years.

Prerequisite: PHIL 101

PHIL 340

Marx and Marxism

Three Credits LA

Dual listed as POSC 340

This course will critically examine the thought of Karl Marx and investigate Marxism as a philosophical system and conceptual framework for understanding history and society. Topics to be discussed include: historical materialism; social change; the theory of class struggle; the economic critique of capitalism; alienation, exploitation, and reification; commodity fetishism; the role and purpose of philosophy; and revolution. Offered according to student and faculty interest.

Prerequisite: PHIL 101

PHIL345

Philosophy of Mind

Three Credits LA

The content of this course is devoted to considering some core enduring problems in the philosophy of mind, as well as examining some problems that have been the focus of recent debates. The most prominent theories of the nature of the mind and its relationship to the brain will be examined. Further topics that may be covered in this course include recent metaphysical debates over the nature of mental causation, the problem of consciousness, and the nature of intentionality. Other topics that may be covered include problems that lie at the intersection between the philosophy of mind and other philosophical sub-disciplines such as epistemology and philosophy of language, as well as foundational issues in cognitive science. For instance, debates over the possibility of artificial intelligence, the extent and nature of animal cognition, the nature of mental content, the nature of concepts, and problems of self-knowledge may be examined. Offered every three years.

Prerequisite: PHIL101

PHIL 392-393-394

Special Topics in Philosophy I–II–III

Three Credits each LA

“Special topics” courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: PHIL 101

PHIL 477

Capping Course

Three Credits LA

In this course the student will investigate a significant philosophical topic in depth, demonstrate how it is integrally related to one or more other disciplines, and show what its implications for moral values are or what the implications of moral values are for it. A research paper and an oral presentation are required. Only for Philosophy Majors. Must be taken during their senior year.

PHYSICAL EDUCATION

PHED 101

Physiology of Health

Three Credits LA

A study of the areas closely affecting the human organism in terms of his or her responsibility for self-direction of health. Areas covered include: introductory physiology in health, the effects of disease, physiology of reproduction, financial aspects, and future trends in health and related areas. Does not satisfy Core/LS Natural Science requirement.

PHED 105

Beginning Classical Ballet

One Credit

A beginning classical ballet class including basic ballet technique and vocabulary, proper body alignment, basic stage and performing skills, barre work, center

barre, traveling, and turning and jumping combinations moved to classical music. The most-difficult and most-disciplined dance course.

PHED 120

Golf

One Credit

Instruction and practice in golf skills, evaluation of golf courses, rules, etiquette, and strategy. Participation in actual play is a requirement of the course and a "greens fee" is the responsibility of the student. Emphasis on carryover values stressed.

PHED 121

Volleyball

One Credit

An activity course designed to develop an understanding of the rules, individual skills, and team play in volleyball. Emphasis will be placed on correct methods and skills in playing the game.

PHED 123

Archery

One Credit

An activity course stressing beginning techniques of archery. Selection and care of equipment and safety will also be stressed. Emphasis will be on standard shooting techniques with some exploration of hunting and field-archery techniques.

PHED 124

Conditioning

One Credit

An activity course designed to promote physical fitness and an understanding of the body. Emphasis will be placed on exercise, weight control, developing physical potential, and the mechanics of conditioning in daily living.

PHED 127

Tennis

One Credit

Students will learn the fundamentals of tennis including the serve, volley, forehand, and backhand. There will be on-court participation in singles play and doubles play. Also, students will learn the rules and etiquette of playing singles and doubles in tennis. Some strategy in playing tennis will also be discussed. Racquets and balls will be provided.

PHED 128

Modern Dance I

One Credit

Study and practice of dance techniques, movement components, composition, and basic elements of choreography. Consideration of dance as a creative art experience.

PHED 129

Modern Dance II

One Credit

Further study of dance techniques offered in Modern Dance I.

PHED 132

Boxing

One Credit

An activity course designed to teach the fundamentals of boxing as used in self-defense. Technique and strategies will be discussed. Development of styles and conditioning will also be discussed.

PHED 133

Racquetball

One Credit

An activity course designed to teach the student the skills, rules, and strategy of racquetball, with emphasis on the carryover value of the activity.

PHED 134

Fencing

One Credit

An introductory course designed to teach fundamentals of the foil. Basic skills of positioning and movement along with the appropriate terminology will be covered. Some competition will be included.

PHED 137

Sailing

One Credit

Designed to develop basic seamanship and sailing techniques in the use of sailboats. Students are expected to develop skills in sailing which they can use for participation during and after their college years.

Prerequisite: Ability to swim at least 100 yards

PHED 139

Beginning Swimming (Non-Swimmers)

One Credit

An activity course designed to give students the opportunity to develop necessary survival techniques. Brief introduction to understanding of basic mechanical and kinesiological principles and their application to swimming. Skills in swimming and lifesaving techniques will be developed. Coed.

PHED 146

Karate I

One Credit

Self-defense course in the art of Okinawan Karate. Student will learn blocks and attacks to major target areas.

PHED 147

Yoga

One Credit

A survey of principles and practices of Hatha Yoga for beginners. The class will consist of warm-up and stretching exercises designed to relax and lengthen muscles. Each lesson will include postures and asanas in conjunction with natural breathing. The group will start with basic postures and progress to the advanced and more-complex activities.

PHED 148

Springboard Diving

One Credit

This course will teach the fundamentals of springboard diving. The student will receive instruction covering the five required dives and will also learn how to judge and calculate diving competitions.

PHED 160

Fly Fishing

One Credit

An introductory-level course for those interested in getting started in this enjoyable pastime. In lecture and workshop formats, the course will cover topics such as basic equipment needs and selection criteria, casting techniques, knots, fly selection, aquatic entomology, and reading the water. The course will also discuss the habits and habitats of trout and smallmouth bass, wading skills, stream etiquette, and the importance of the catch-and-release philosophy. The course will culminate in an optional day-long excursion to a NYS trout stream. All equipment will be provided.

PHED 238

Skin and Scuba Diving

One Credit

Subject areas that will be covered in the lectures are: applied science, diving equipment, diving environment, medical problems, and diving activities. Water skills that will be covered in the pool and on the open-water dive will be swimming skills, skin-, and scuba-diving skills. An additional fee of up to \$350.00 will be charged for this course.

Prerequisites: Pass swimming and physical examination

PHED 240

Advanced Swimming and Lifeguard Training

Two Credits

An activity course designed to give students the opportunity to achieve proficiency in competitive strokes and lifesaving techniques. The student will receive A.R.C. certification in advanced lifesaving. Basic swimming techniques will be taught during the first six weeks. Lifesaving and water-safety techniques will be presented during the remaining four weeks.

PHED 301

Sports in Society

Three Credits

A reading-seminar course based on current literature in the field. The impact of professional and collegiate athletics on our society is emphasized. Topics discussed include: women in sports, violence, commercial aspects, recruiting and abuses, educational values.

PHED 310

Soccer Coaching

Two Credits

The course will include material on preseason training and conditioning, in-season practices, offensive-defensive tactics and strategy, rules, team selection, and position play. Consideration will be given to various styles of play prevalent at different levels of competition as well as in school and club organizations.

PHED 311

Basketball Coaching

Two Credits

The goal of the basketball coaching course is to expose the student to the various activities and responsibilities associated with coaching a high school basketball team. The topics covered include the following: rules; practice planning and tryouts; offensive systems and defensive systems; game preparation; motivation and discipline; special situations; public relations; and proactive coaching. Requirements include written assignments dealing with each topic and a summary term paper. A willingness to participate in discussions is essential for those serious students who expect to excel in this course.

PHED 313

Baseball Coaching

Two Credits

This course is devoted to every phase of baseball coaching from youth to professional levels. Some topics that will be covered include game-managing strategy, building a pitching staff, conditioning players, recruiting, and professional baseball. There will also be guest speakers from the college and professional levels.

PHED 314

Football Coaching

Two Credits

The class will provide the student with an understanding of football coaching principles. There will be an analysis of offensive, defensive, and special-teams systems. The student will also be responsible for research and presentations on football-related topics.

PHED 390-391-392

Special Topics I–II–III

One-Two-Three Credits

“Special topics” courses serve as a vehicle by which a school may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: Permission of Dean of Science

PHED 401

Movement in Sports

Two Credits LA

This course is designed to develop the ability of the coach to analyze and improve athletic performance. Includes a review of musculoskeletal anatomy, mechanical principles involved in movement, forces initiating movement, and the synthesis of skilled performance. Includes the use of films and videotape as well as observation and mechanical guidance in improving movement.

PHED 410

Principles and Problems of Coaching

Three Credits

An introduction to the role of the coach in high school coaching. Emphasis will be placed on his or her functions as a teacher and administrator in the area of coaching. Specific sports will not be dealt with. Focus will be put on general guidelines and relationships, administrative problems, and personal values. Emphasis will be placed on New York State Public High School Rules.

PHYSICS

PHYS 108

Introduction to Cosmology

Three Credits LA

This course provides an introduction to our modern understanding of a dynamic, expanding universe. Topics to be covered include stars, galaxies, pulsars, black holes, the expansion of the universe, the Big Bang, and the future of the universe. *Three-hour lecture per week.*

PHYS 193

Physics of Modern Technology

Three Credits LA

This course is a tour of Physics. Its purpose is to expose the student to the history of physics starting with the Greeks up to today. This is done by selecting the major contributions of scientists through the years and describing these in layman's terms and showing how they contributed to the evolution of physics. The second part of the semester is used to study the physics of nuclear radiation and power. This is followed by an in-depth presentation on the physics of modern hi-tech medical technology including MRI, X-rays, CAT Scans, Positron Emission Tomography, Laser Surgery, and others. No previous education in physics or math is required. *Three-hour lecture per week.*

PHYS 201

College Physics I

Three Credits LA

This is the first course in the sequence of algebra-based Physics. It covers dynamics, rotational motion, energy, momentum, simple harmonic motion, fluid dynamics and thermodynamics. The course will focus on applications relevant to the biological and health sciences. It is strongly suggested that the Physics I laboratory course be taken simultaneously.

Recommended: 3 years of High School Math or MATH 108 or higher (excluding MATH 110 & 111)

PHYS 202

College Physics II

Three Credits LA

This is the second course in the sequence of algebra-based Physics. It covers sound, electricity and magnetism, optics and modern physics. The course will focus on applications relevant to the biological and health sciences. It is strongly suggested that the Physics II laboratory course be taken simultaneously. *Recommended:* 3 years of High School Math or MATH 108 or higher (excluding MATH 110 & 111)

Prerequisite: College Physics I, or PHYS 211 General Physics I

PHYS 211

General Physics I

Three Credits LA

A study based on calculus and vector algebra of classical mechanics and sound. *Two lectures and one problem session per week.* Offered every fall.

Pre- or Corequisite: MATH 241

PHYS 212

General Physics II

Three Credits LA

This course continues the first-level survey of physics with a thorough study of electricity and magnetism, optics, and some aspects of modern physics. An attempt is made to focus on the nature of scientific inquiry and thought. *Two lectures and one problem session per week.* Offered every spring.

Pre- or Corequisite: MATH 241

PHYS 221

Modern Physics

Three Credits LA

The course begins with the Kinetic Theory of Gases and moves forward through Quantum Mechanics and Relativity. This course provides an introduction to physics in the 20th century.

Prerequisite: MATH 241

PHYS 213-214-222

Physics Lab I–II–Modern Physics Lab

One Credit each LA

Taken simultaneously with the corresponding lecture course in physics. The lab may or may not be required, depending on the student's major or program of study (e.g., pre-med, etc.). One credit is assigned to each semester of the laboratory. *Three-hour laboratory per week.*

Corequisites: PHYS 211-212-221

POLITICAL SCIENCE

POSC 102

Introduction to Law

Three Credits LA

Dual listed as PRLG 101

See PRLG 101 for course description.

POSC 103

Introduction to Global Issues

Three Credits LA

Triple listed as CSCU 103 & GBST 103

See GBST 103 for course description.

POSC 105

Origins of the American Legal System

Three Credits LA

Dual listed as PRLG 105

See PRLG 105 for course description.

POSC 110

American National Government

Three Credits LA

A study of the American political system, and analysis of the institutions of the national government and of the American political process. Political behavior and selected issue areas will also be studied. Offered every semester.

POSC 111

Introduction to Comparative Politics

Three Credits LA

Comparative politics is the study of countries' domestic politics. Specific topics covered include states and nations, political ideologies, economic systems and their relationship to politics, regime types and regime change, kinds of democratic institutions and their effects, the evolution and challenges of richer economies, and the challenges of economic development. This course will also introduce students to some ongoing debates within the discipline and some tools of social science. Offered annually.

POSC 112

Introduction to Political Theory

Three Credits LA

This course seeks to introduce students to the political ideas that have shaped western political systems. More specifically, the course is organized around the centrality of civil society to democracy. The classic thinkers presented are explored with the goal of understanding not only key concepts about the individual, community and the state, but also about the significant relationship between civil society and a flourishing polity. The course is divided into four parts: Civil Society in the Classical and Religious Traditions; Early Modern Approaches to Civil Society; Late and Contemporary Approaches to Civil Society; and Critiques of Civil Society. Offered annually.

POSC 113

International Relations

Three Credits LA

This course provides a general introduction to the study of international relations. The goals of the course are to provide students with the intellectual tools necessary to analyze developments in international relations critically and creatively, and generally to expand students' factual knowledge of major world events past and present. The first part of this course will focus on the history and nature of the international system, international relations theories, conceptual frameworks and major events of the Cold War and the post-Cold War era. The second part will explore some of the major issues in international relations including: nationalism, arms control, nuclear nonproliferation, transnational crime, terrorism, ethnic conflict, international political economy, development (political, social and economic), population and migration, resource issues, international law and organization, human rights and global ethics—a true survey. Although the focus of this course is on concepts and frameworks of analysis, an important component of each lecture will be application of these concepts to current world events. Offered annually.

POSC 120

The Role of the Interviewer in Survey Research

One Credit LA

Provides students with an understanding of the interview process as a key aspect of survey research. The course focuses on the survey-research methodology, the role of the interviewer, interviewer techniques, and values issues associated with the interview process. In addition, students participate in a survey conducted by the Marist Institute for Public Opinion and analyze their experiences.

POSC 121

Polling and the Survey Instrument

One Credit LA

Provides students with an understanding of the instrument used in carrying out survey research. The course focuses on the design of questionnaires and the theoretical and practical issues involved in their development, implementation, and interpretation. Students learn about various measurement techniques involved in studying attitudes and the concerns associated with collecting accurate information. In addition, students participate in a survey conducted by the Marist Institute for Public Opinion and analyze the particular survey instrument being used.

POSC 122

Survey Design and Data Collection

One Credit LA

Provides students with an understanding of the methods of conducting survey research and the advantages and disadvantages of each approach. The course focuses on the use of computer technology in survey research and how survey results are analyzed. In addition, students collect data for a survey conducted by the Marist Institute for Public Opinion using computer-assisted telephone interviewing.

POSC 124

Polling and the Media

One Credit LA

Provides students with an understanding of the relationship between survey research and journalism. The course focuses on the uses and abuses of polls in the political process, the context for polls and their communication, and issues associated with independent polling, polling for candidates, and polling done by the media. Discussion involves current trends in survey research and the communication of poll results, including the role of exit polls. In addition, students gain different perspectives by discussing these issues with outside speakers.

POSC 202

Environmental Politics and Policy

Three Credits LA

Dual listed as ENSC 202

Environmental policy touches on nearly every aspect of human life – physical, political, economic, and social – and involves a large cast of characters, including

local, state, national and international governments as well as non-governmental interest groups, scientists and the public. For these reasons, the environmental policy process is both complex and deeply consequential for our society. In this course, we will examine the political process as it relates to environmental issues and concerns. We will apply the politics of the environment to particular issues such as air and water pollution, land management, species protection, energy production and use, and climate change. The goal is to help you develop a critical understanding of how environmental policy is made, what challenges and opportunities exist for enacting and implementing policies, and how the process can be improved.

Prerequisites: POSC 110 and ENSC 101

POSC 210

Constitutional Law: National Powers

Three Credits LA

Triple listed as PRLG 206 and HIST 210

This course explores the role of the Constitution in American National Government. The course is divided into four sections. The first introduces several theoretical questions such as what is a constitution, who should interpret the constitution, and how should they interpret it? After examining the complexities involved in interpreting the Constitution, we will move on to explore how the fragile institutions of American National Government matured and evolved. We address this question by examining the development and elaboration of judicial power, federalism, and separation of powers. All of these themes are addressed through Supreme Court cases and philosophical writings.

Prerequisite: POSC 110

POSC 211

American State and Local Politics

Three Credits LA

This course offers an overview of state and local government and politics. It includes attention to New York State, the urban politics of New York City and attention to representative county and town governments in the mid-Hudson area. The social, economic, and political context within which state and local politics and policy making occurs will be covered. The course will examine linkage mechanisms between citizens and government, including elections, interest groups, and other forms of participation. Actors & institutions involved in policymaking at these levels and at the national level will be studied. Selected policy areas to be reviewed include criminal justice, social welfare policy, education and financing of current government priorities.

Prerequisite: POSC 110

POSC 212

Citizens and Political Organizations

Three Credits LA

The nature, composition, and organization of parties and pressure groups; the role played by these two forces in the political process; history and programs of parties and pressure groups will be analyzed. Also, the nature of contemporary voting behavior is examined.

Prerequisite: POSC 110

POSC 213

Politics of Human Rights

Three Credits LA

In this class we will attempt to figure out where human rights reside – with the individual, with the state, with a regional body or on the international level by looking at the historical development of the idea and theory of human rights. We will look at the development of the mid-20th century Universal Declaration of Human Rights guided by Eleanor Roosevelt and its counter, the Arab Charter on Human Rights. We will examine the concept and theory of human rights and arguments for their protection. We will explore human rights violations, and the intergovernmental and non-governmental organizations that work to alleviate such.

Prerequisite: POSC 112 or 113

POSC 214

Gender and the Law

Three Credits LA

This course examines the relationship between gender and the law, by exploring a variety of issues ranging from work and family to women and bodily autonomy. The course focuses on the conceptual assumptions underlying legal doctrines

and precedents while paying close attention to the effects of gender-conscious laws on women and men of different races, classes, and sexualities. This course also addresses the constraints of law and considers the extent to which law is an appropriate vehicle for social change.

Prerequisite: POSC 110

POSC 217

Catholics in the U.S.

Three Credits LA

Triple listed as HIST 217 and REST 217

See HIST 217 for course description.

Prerequisite: POSC 110

POSC 218

American Political Thought

Three Credits LA

This course takes a chronological and thematic approach to the study of American political thought. The course begins by examining the theories upon which the nation is founded. These foundational theories include an examination of the social contract and separation of powers traditions. We consider the experience of the puritans and their quest to establish a city upon a hill as well as analyze the ideas that led to a revolution and the creation of a new government. In the second part of the course, we explore the tensions that arise as a consequence of national development. These tensions occur as the federal government moves to consolidate national power, industrialize, democratize, and pursue greater equality. The course ends by discussing ideas and institutions during times of crisis as well as considering America's place in the world. Thematically, the course focuses on the relationship between the individual and the community, the sources of legitimate political authority, the proper ends of government, the relationship between the economy and politics, and the role of diversity in our polity.

Prerequisites: POSC 110 and POSC 112

POSC 221

Law and Society

Three Credits LA

Triple listed as CRJU 221 and PRLG 221

See CRJU 221 for course description.

Prerequisite: POSC 110

POSC 232

Classical Political Thought

Three Credits LA

Classical political thought provides an overview of great political thinkers and the significant contributions they made to the development of western civilization. This course focuses on rich contributions from the ancient and medieval worlds and concludes by studying some of the world views which emerged from the changes that took place in 15th and 16th century Europe. Western political thought has deep roots and this course gives one the chance to appreciate the exciting clash of ideas that flows from those roots. Consideration of early ideas on constitutionalism, church-state relations and the basic relations between individuals and their rulers will be addressed. Among those whom we shall consider are the following: Plato, Aristotle, Cicero, Jesus, Augustine, Aquinas, Machiavelli, Luther. Among the issues raised are the following: Should we obey governments; what is the origin of political society; what constitutes good government; how should church and state relate; do people have the right to revolt; who should rule; rights & duties in political society. Offered biennially.

Prerequisite: POSC 112

POSC 233

Modern Political Thought

Three Credits LA

A study of selected political theorists and theories of the period from the 17th century to the beginning of the 20th century. Included among those studied are Hobbes, Locke, Rousseau, Burke, and Marx, as well as American political thinkers. Issues include theories of divine right, social contract, and of revolution as the basis for government power. Offered biennially.

Prerequisite: POSC 112

POSC 235

Scope and Methods of Political Analysis

Four Credits LA

This course is designed to introduce students to the style of analytic thinking required for research in the social sciences; the concepts and procedures used in the conduct of empirical political science research; and the use of software for analysis of quantitative social science data. In short, this course teaches a set of skills that are essential for both understanding the research you will encounter in your political science classes, and being able to produce high-quality original research of your own. At the end of the course, you should be a better consumer and critic of both popular and scholarly research in political science and you should be well-equipped to conduct your own independent research in Capping and other courses. Offered annually.

This class is intended as part of a sequence to prepare you for Capping; as such, you should take this course before enrolling in Capping.

Prerequisites: Sophomore standing or above, and two of the following: POSC 110, POSC 111, POSC 112, POSC 113

POSC 236

Politics of Developing Areas

Three Credits LA

This course is an introduction to the politics of developing areas, especially Asia, Africa, Latin America, and the Middle East. It examines the politics of selected countries in these regions, as well as the debates about the causes and effects of issues common to many. These may include state-building and state failure; the legacy of colonialism; ethnic politics and conflict; the role of the state, private investment, and international forces in economic development; varieties of authoritarianism, democratization, and human rights; women in politics; the environment; crime; public health; and education. The course will develop students' analytical writing skills while also practicing how to apply insights from one setting to another.

Prerequisite: POSC 111 or POSC 113 or ECON 104

POSC 240

Introduction to Public Policy

Three Credits LA

This course examines the interaction of institutions, values, and politics in public policy. How does the U.S. political system structure and constrain the policy process? How do public problems get defined and selected for governmental action (or not)? How do we decide among various policy options for addressing public problems? How are public programs evaluated, and how do we learn from them? Our approach to these and other questions will acknowledge that public policy is inherently political and cannot be understood apart from the political processes and institutions in which it is created and implemented. The goal of the course is to encourage students to think critically about policy debates and be informed participants in the process.

Prerequisite: POSC 110

POSC 251

European Politics

Three Credits LA

This class provides a comparative analysis of politics, institutions and governmental structures of select European countries and the European Union (EU). This course as a whole places particular emphasis on the following core aspects of comparative politics: the executive, parliaments, political parties, party systems and electoral behavior. It begins with an overview of the history of regional integration in Europe. Next, we examine developments in several European countries while placing a particular emphasis on the British parliamentary system, post-Gaullist France, and the German Federal Republic. This course also studies the emergence of the newly democratic, free-market economies in Eastern Europe in the post-Cold War Era. Finally, it concludes by examining the EU's institutions and issues related to its future development. Offered biennially.

Prerequisite: POSC 111 or 113

POSC 252

Comparative Politics of Russia/Eastern Europe

Three Credits LA

This course is intended as an introduction to the politics and history of Russia and Eastern Europe from the communist to the post-communist period when

countries in this region have been engaged in an historic transformation from Communism. Attention will be given to roles of ideology, political institutions and participation, political economy, as well as the challenges facing these countries in their unprecedented transitions to democracy and free-market economies.

Prerequisite: POSC 111

POSC 266

Italian-American Experience

Three Credits LA

Triple listed as ENG 266 & HIST 266

See ENG 266 for course description.

Prerequisite: POSC 110

POSC 271

Nationalism and Communism in China and Taiwan

Three Credits LA

This course is an introduction to the history, politics, and government of contemporary China and Taiwan. It examines the political dynamics of China's transition from Chiang Kai-shek's nationalism to Mao Zedong's brand of Communism to Deng Xiaoping's "market socialism." It looks, in addition, at the two "capitalist" powerhouses in Taiwan and Hong Kong and their growing integration with China. Key aspects of the political landscape in China and Taiwan are analyzed: leadership, political institutions, political participation, the government's role in economic development, and foreign relations. Crucial issues such as the role of women, population control, the environment, human rights, and democracy will also be addressed.

Prerequisite: POSC 111

POSC 280

Model United Nations

Three Credits LA

This course is about the UN committee system and processes, parliamentary procedures, and the art of compromise. The highlight of this experiential learning course will be a trip to a model United Nations conference and simulation. The key task of the class will be to prepare for the simulation through rigorous study of the UN committees, the issues before the UN, and the assigned country's place in global affairs and the UN. Admission to this course is through an application process only. Open to students of all majors.

Prerequisites: Permission of the instructor and POSC 111 or POSC 113

POSC 285

The History and Political Culture of Ireland

Three Credits LA

Dual listed as HIST 285

A survey of Irish history and political culture from the time of the Celts to the present day. Oral tradition, the songs and stories of the Shanachie, will be interwoven with historical narrative. Offered when there is sufficient student interest.

Prerequisite: POSC 111

POSC 289

Public Opinion and Politics

Three Credits LA

The purpose of this course is to provide students with an understanding of the role of public opinion in American politics. The course examines how public opinion is measured and shapes political debate; how political players influence public opinion; and how mainstream and new media inform the process. Students will study how public opinion research activities are implemented by public pollsters and campaign consultants in an election setting; how pollsters, campaign consultants, and the media deal with public opinion and polls; and, what are the ethical and political implications in American politics today of how public opinion is considered. Students will have the opportunity to meet and dialogue with leading experts in public opinion, politics, and the media through a series of seminars.

Prerequisite: POSC 110

POSC 290

International Law and Organization

Three Credits LA

This course explores international law (IL) and international organizations (IOs) from an international relations perspective. In this course, students will familiarize themselves with the idea of global governance, explore different explanations for why international organizations form, consider why states would choose to comply with international law, and debate to what extent IOs really affect world politics. Special attention will be given to the United Nations System and contemporary blueprints for global governance. The course will examine the roles of various players in global governance (states, international organizations, regional organizations, and nonstate actors) and question how democratic they are. Students will also learn about different topics in global governance and international law (peace and security, global economy, human rights, humanitarian issues, criminal law, refugees, and the environment).

Prerequisite: POSC 111 or POSC113

POSC 291-292-293

Special Topics in Political Science

Three Credits each LA

“Special topics” courses serve as a vehicle by which a division or school may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: one 200-level class from any subfield

POSC 300

US Constitutional Law: Civil Rights and Liberties

Three Credits LA

Dual listed as PRLG 201

This course explores the nature and scope of civil rights and liberties guaranteed under the U.S. Constitution. We will examine some of the most intractable issues that have come before the Supreme Court in an effort to consider how we as a polity should balance individual liberties and rights with other values such as community morality, public order, and equality. In an effort to explore these themes, we will address issues like affirmative action, pornography regulation, the right to privacy, and the need to accommodate religious minorities. Students should come to class prepared to participate, to challenge the cases and readings, and to develop their own informed view of the place of judicially guaranteed rights and liberties in the American polity.

Prerequisite: one 200-level class from any subfield

POSC 302

Political Social Movements

Three Credits LA

Political and social movements – the use of non-institutional strategies, tools and tactics to affect political change in the modern political state. This course looks at the various movements from those for national self-determination to those which redress “wrongs” to those which are means of increasing or decreasing citizenship and participation. This course will examine the theoretical and particulars of social political movements and protests. Key questions will be addressed such as under what contexts do movements emerge; how effective are movements in affecting change; and, are movements and protests a necessary part of the political process.

Prerequisite: one 200-level class from any subfield

POSC 303

Politics of Prejudice

Three Credits LA

This course deals with the politics of racial, gender-based, ethnic, and religious prejudice. The course will study both past and recent patterns of the denial of basic human rights which were/are aided by government sponsoring, encouraging, or selectively ignoring manifestations of prejudice. The course will explore anti-Semitism, anti-Catholicism, oppression of blacks, “gay bashing,” suppression of women, and “ethnic cleansing” with particular emphasis on the roles of political actors, processes, and institutions. Attention will be paid to groups who sought to influence political actors and institutions to resist or to dismantle manifestations of prejudice.

Prerequisite: one 200-level class from any subfield

POSC 304

Public Administration

Three Credits LA

This course will look at the implementing arm of government(s). Policy making also happens as laws get implemented and enforced. The constitutional aims and values that administrators are charged with upholding in a liberal democracy will be explored. Besides looking at the theory and practice of federalism, also explored will be intergovernmental relations, decision making, civil service, budgeting, and implementation of laws – administrative discretion and objectivity – to administrative regulations and the interface with public, politicians, clients, taxpayers, and media. This course is reading, writing and thinking intensive.

Prerequisite: one 200-level class from any subfield or permission of the instructor

POSC 310

Race and Political Thought

Three Credits LA

Dual listed as HIST 216

This course is designed to explore some important themes concerning race in the American context. We focus primarily on African-American political thought, exploring different ideas, arguments, and concepts about race and society from a multi-disciplinary perspective. We read arguments from journalists, novelists, essayists, academics theorists, and religious and political leaders. The course is organized around four general issues or questions. The first question considers whether race is a biological category or a social construct. The second explores whether racial hierarchy is embedded in the structure of American politics or is a flaw in an essentially fair system. The third topic analyzes two differing approaches to equality: separation and integration. This third section considers arguments about whether integration or separation is the best political strategy for gaining full citizenship rights for African-Americans and other racial minorities. The last issue addresses diversity within the African-American community and considers whether inequality exists within the African-American community itself. We will examine each of these issues mainly through the writings of African-American social and political thinkers.

Prerequisite: one 200-level class from any subfield

POSC 312

History of the American Presidency

Three Credits LA

Dual listed as HIST 312

This course surveys the evolution of the Office of the President from the Constitutional Convention of 1787 to contemporary America. By using selected case studies attention is focused on the personalities and the forces which shaped the office during the history of the Republic. Offered triennially.

Prerequisite: one 200-level class from any subfield

POSC 320

Feminist Political Thought

Three Credits LA

This course will provide a grounding in feminist political theories and will include reading selected modern political theorists’ works through a feminist theoretical perspective. Particular attention will be given to key liberal democracy tenets: equality, political participation, and liberty as they relate to inclusive citizenship.

Prerequisite: one 200-level class from any subfield

POSC 321

Contemporary Political Theory

Three Credits LA

This class covers the key 20th century and beyond political theories that color our thinking about how best to govern, organize political life and live in community. We will engage with primary source material surveying the most influential political theorists of our time as they engage with the issues which define and shape contemporary politics such as extremism, genocide, justice, democratic engagement, economics, citizenship, sovereignty, the role of religion and power in our pluralistic and interdependent modern world.

Prerequisite: one 200-level class from any subfield

POSC 322

Policy Implementation

Three Credits LA

This course aims at developing student awareness and understanding of key methods and types of program planning and evaluation in the public sector. Students should develop familiarity with the functions of planning and evaluation in policy development, implementation, revision, and/or termination. Developing awareness of American intergovernmental relations and providing familiarity with grant opportunities and procedures are other important outcomes sought in this course. Offered biennially.

Prerequisite: one 200-level class from any subfield

POSC 325

International Political Economy

Three Credits LA

This course explores the rise of the Asia-Pacific, a region that includes Japan, China, Korea, Taiwan, Malaysia, Indonesia, Thailand, Vietnam, and the Philippines. It uses a critically acclaimed video series, among other sources, to examine the history and politics behind the growth of the world's most dynamic economies, and the political, social, and environmental consequences of that growth. The course is interdisciplinary and is intended for political science, environmental science, history, economics, and business majors who are interested in Asia.

POSC 338

Political Communication and Politics

Three Credits LA

The purpose of this course is to provide students with an understanding of how information about politics is communicated to the public using both mainstream media (MSM) and new media. Students will also receive hands-on experience and a practical knowledge of organizational communication as a result of their work in The Marist Poll's media unit. The course will examine media coverage of political campaigns; the technology used to release political information; and organizing and implementing campaign strategies. This course analyzes how media coverage of campaigns has evolved over the last six decades, how the emergence of new media and technology has played a role in that evolution, and how these journalistic and technological changes impact candidates' campaigns.

Prerequisite: one 200-level class from any subfield or permission of the instructor

POSC 340

Marx and Marxism

Three Credits LA

Dual listed as PHIL 340

See PHIL 340 for course description.

Prerequisite: one 200-level class from any subfield

POSC 342

Survey Research & Political Data Analysis

Three Credits LA

This course takes students behind the scenes of the Marist Poll. Students taking the course learn: how to understand and use polling data; how respondents are selected to be interviewed; how pollsters develop their questions; how the results are analyzed and how to make polling data newsworthy. Students learn about career choices in public opinion, campaigns, and market research.

Prerequisite: one 200-level class from any subfield or permission of the instructor

POSC 350

Latin American Politics

Three Credits LA

Focusing on the key components in Latin American political systems, the course analyzes various aspects of politics, including functional elites, the military, the middle class, labor, peasant movements, and the church. Comparative political opposition, and political adaptation and integration. Offered triennially.

Prerequisite: one 200-level class from any subfield

POSC 351

African Politics

Three Credits LA

This course provides an overview and critical analysis of the diversity of politics among the one billion people living in the more than 50 states of sub-Saharan Africa, tackling problems crucial to the future of Africa and the world. Topics include the diverse sources of political identity on the continent (e.g., ethnicity, religion, gender); the legacies of colonialism, independence, and liberation movements; the nature and powers of African states; the expansion of multiparty elections and democracy; civil wars and ethnic conflicts; economic development; and the causes, effects, and policy responses to health issues including the HIV epidemic. The course will provide students both with concrete knowledge of African politics and with tools for thinking about analytic ideas in political science.

Prerequisite: one 200-level class from any subfield

POSC 355

The History and Politics of the Modern Middle East

Three Credits LA

Dual listed as HIST 355

This course examines the significant developments in modern Middle Eastern history. These include the attempts to reform the Ottoman Empire in the 19th Century; the Empire's destruction and the establishment of the successor states in the early 20th century; the emergence of Turkish, Arab, and Palestinian nationalism and Zionism; the impact of the Western Powers on these developments; and the Islamic revival. Special emphasis will be given to the efforts of nation-building, the development of political systems, as well as to the impact of "modernization," the role of religion, women, the family unit, and sociopolitical organizations.

Prerequisite: one 200-level class from any subfield

POSC 360

Congress Today

Three Credits LA

This course will examine the U.S. Congress. We will take an in-depth look at congressional elections, exploring the incumbency effect, the role of money and campaign communications, and suggested reforms. Next we will turn to the institution of Congress, examining the roles and functions of party leadership, rules, committees, and voting behavior. Congressional interactions with other elements of American politics – the presidency, executive agencies, courts, and interest groups – will be explored as well. Finally, special attention will be paid to the tensions that arise in an institution that represents local constituencies and functions as a national policy making body.

Prerequisite: one 200-level class from any subfield

POSC 391-392-393

Special Topics in Political Science

Three Credits each LA

"Special topics" courses serve as a vehicle by which a division or school may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisites: one 200-level class from any subfield AND permission of the chairperson

POSC 396-398-498

Work Internship in Political Science

Three Credits each

Selected students engage in work experiences with government and political agencies. Work in the agency, readings, and a seminar project constitute the basis of the experience. Permission of faculty supervisor is required for admission to this course. No more than twelve credits may be taken during the internship. Offered every semester.

Prerequisites: one 200-level class from any subfield AND Permission of the Political Science Internship Coordinator

POSC 420

Environmental Planning

Three Credits LA

Dual listed as ENSC 420

This course will cover the constitutional principles, values, and socioeconomic impacts affecting planning; basic planning, land-use, and development practices such as environmental impact statements, master plans, citizen participation; and issues facing environmentally sound planning today.

Prerequisites: POSC 202, POSC 240 and one 300-level course OR permission of the instructor

POSC 450-457

Washington Semester: Internship

A cooperative program with American University allows a full semester of internship and study in Washington, D.C. Liberal Arts credits are awarded for POSC 451-457, each course earning four credits. POSC 450 awards four non-Liberal Arts credits. Specific course descriptions covering U.S. Government, U.S. Foreign Policy, and U.S. Economy may be obtained from the Political Science Internship Coordinator. Admission to the program is competitive.

Prerequisite: Permission of the Political Science Internship Coordinator

POSC 458-463

New York State Legislative Internship

A full semester of internship and study with the N.Y. State Legislature in Albany, N.Y. Liberal Arts credits are awarded for POSC 459, 460, 462, and 463, each course earning three credits. POSC 458 and 461 each award nine non-Liberal Arts credits. Specific course descriptions may be obtained from the Political Science Internship Coordinator. Admission to the program is competitive.

Prerequisite: Permission of the Political Science Internship Coordinator

POSC 477

Capping: Law and Morality

Three Credits LA

As political scientists we are enjoining the debate concerning the relationship of individual to state (and vice versa), morality and law as well as completing the integration of the Core/Liberal Studies experience. Questions considered include: What is the relationship between law, morality and justice? Upon what, if any, moral principles does law stand? Can we have a just political system without an appeal to controversial moral arguments? Can law articulate universal principles that extend to different genders, races, cultures, classes, nationalities and traditions? How does law resolve the tension between rights and liberties as well as democracy versus the rule of law? How do economic conditions influence the possibility of achieving justice? Readings will come from political theory, legal studies, economics and history. This is considered the thesis and capstone class for Political Science.

Prerequisite: Senior standing

PSYCHOLOGY

PSYC 101

Introduction to Psychology

Three Credits LA

This course includes the fundamental treatment of the basic research findings and theories comprising the science of psychology. Topics of study include the exploration of the nature, scope, and methods involved in the scientific investigation of human behavior, stressing such topics as learning, emotions, personality, biology, psychopathology, cognition, development and counseling. Offered every semester.

PSYC 200

Psychology Seminar

One Credit LA

The course introduces students to the psychology curriculum, faculty, and programs. It includes discussion of career directions for psychology majors as well as graduate study toward advanced degrees in the profession. Professional writing and oral presentation skills required in psychology courses are emphasized. Offered periodically.

Prerequisite: PSYC 101

PSYC 201

Personality Development

Three Credits LA

This course includes the study of the typical changes in personality during the stages of infancy, childhood, adolescence, and adulthood. It includes analysis of the physical, social, emotional, and intellectual elements related to healthy human personality development. These are evaluated from theoretical, cultural, historical and practical points of view. This course stresses the students' reflections upon their own personality development. Offered periodically.

Prerequisite: PSYC 101

PSYC 202

Abnormal Psychology

Three Credits LA

This course involves the study of psychological disorders with particular attention to the description and causes of disorders and the various therapies for them. The causes of these problems are viewed from a perspective that integrates multiple interactive factors, namely: biological, psychological, and social influences. Cultural and developmental dimensions are also examined. Offered every semester.

Prerequisite: PSYC 101

PSYC 203

Theories of Personality

Three Credits LA

This course focuses on the study of some of the more significant theories of personality as proposed by psychologists of the three major schools of thought: psychoanalytic, behavioral, and phenomenological-existential. Emphasis is placed on an in-depth understanding of the assumptions underlying each theory. Offered every semester.

Prerequisite: PSYC 101

PSYC 206

Psycho-Biological Sex Differences

Three Credits LA

This course focuses on the study of sexual differences in human behavior through an examination of the empirical evidence supportive of both biological and cultural explanations for their development. It also includes a survey of how genes, sex hormones, developmental history, and current cultural and interpersonal environments contribute to sex differences. Offered periodically.

Prerequisite: PSYC 101

PSYC 207

The Exceptional Child

Three Credits LA

This course provides an introduction to and study of various special needs populations, such as disability groups and the gifted. Emphasis is placed upon social-psychological and educational perspectives. Priority to students in Special Education and Secondary Education. Offered every semester.

Prerequisite: PSYC 101

PSYC 208

Educational Psychology

Three Credits LA

This course explores the physical, emotional, intellectual, and social development of the student with special emphasis on the relevance of these processes to the programs and procedures of schools. Priority to students in Special Education and Secondary Education. Offered every semester.

Prerequisite: PSYC 101

PSYC 210

The Psychology of Sleep

Three Credits LA

This course includes a survey of the history and major fields of research on human and animal sleep. It includes an in-depth study of several current areas of behavioral research in human sleep and dreaming. It also includes such topics as research methods, sleep length, sleep deprivation, sleep problems, drug use, and dreaming. Offered periodically.

Prerequisite: PSYC 101

PSYC 211

Sports and Exercise Psychology

Three Credits LA

Dual listed as HLTH 211

The study of various aspects of sports and exercise psychology, including stress, anxiety, motivation, imagery, goal setting, and self-perception and how these relate to physical activity and participation. Offered periodically.

Prerequisite: PSYC 101

PSYC 215

Psychology of Interpersonal Communication

Three Credits LA

This course covers the principles and techniques of human communication, with an emphasis on those skills useful to persons planning to enter the helping professions. In addition to discussions of theory, students will practice methods of self-disclosure, active listening, confrontation, conflict resolution, and values clarification. It includes opportunities for students to investigate related topics such as family and marital communication processes, nonverbal communication, transactional analysis, and constructive patterns of communication in work settings. Offered periodically.

Prerequisite: PSYC 101

PSYC 220

Social Psychology

Three Credits LA

This course includes the study of how the behaviors, thoughts, and feelings of the individual are influenced by the presence of other persons. Topics such as social cognition; attitude formation and change; altruism and aggression; interpersonal attraction and love; prejudice; and group behavior will be discussed. In addition, various empirical research methods will be examined and applied to these topics. Offered every semester.

Prerequisite: PSYC 101

PSYC 222

Community Psychology

Three Credits LA

This course provides an overview of the applied discipline of Community Psychology, its history, its relationship to other social sciences, the types of problems that this field addresses, and a range of interventions to resolve community problems. Students will explore the ecological perspective and learn about prevention and other broad-scale approaches to problems in living. The praxis component allows students to observe and to reflect on the principles of community psychology in action. Offered periodically.

Prerequisite: PSYC 101

PSYC 301

Psychobiology and Lab

Four Credits LA

This course explores the biological bases of behavior, including the roles of the nervous, endocrine, and immune systems. The course begins at the level of neurons and finishes by considering complex behavioral manifestations of brain functioning. Offered every semester.

Prerequisite: PSYC 101, PSYC 350

PSYC 302

Neurobiology of Learning and Memory and Lab

Four Credits LA

The focus of this course is the neurobiology of learning and memory. Its primary focus is on how neural structures and circuits give rise to learned behavior. It emphasizes such topics as encoding, consolidation, storage, retrieval, and underlying brain bases. Offered periodically.

Prerequisites: PSYC 101, PSYC 350

PSYC 303

Developmental Neuropsychology and Lab

Four Credits LA

This course is an introduction to the effects of the nervous system on human behavior from a developmental perspective. The course covers two major themes:

the neuropsychological development of the normal child and the neuroscience of aging. Offered periodically.

Prerequisites: PSYC 101, PSYC 350

PSYC 304

Psychopharmacology and Lab

Four Credits LA

This course provides an introduction to the fundamentals of psychopharmacology in relation to behavior. It examines the basic mechanisms of several types of pharmacological agents, which alter mood and behavior. Drugs that have abuse potential and drugs that are used as medication for the treatment of psychological/psychiatric disorders are a special focus. Offered periodically.

Prerequisites: PSYC 101, PSYC 350

PSYC 305

Neurobiology and Neuropsychology of Learning Disabilities and Lab

Four Credits LA

This course synthesizes current knowledge regarding the biological bases of developmental disorders such as autism, learning and language disabilities, attention deficits, and the effects of social stress and maltreatment on brain development. The course considers specific areas of the brain implicated in disorders and neuropsychological assessment and diagnosis of these disorders. Offered periodically.

Prerequisites: PSYC 101, PSYC 350

PSYC 306

Cognitive Neuroscience & Neuropsychology + Lab

Four Credits LA

This course will begin with an overview of the structure of the nervous system and how communication happens within it; introduce students to methods of cognitive neuroscience and neuropsychology, and goes on to investigate topics such as sensation and perception, attention, memory, language and executive function using these methods. In the lab portion of this course, students will participate in behavioral and psychophysiological tasks related to these topics. Offered periodically.

Prerequisites: PSYC 101, PSYC 350

PSYC 309

Ethics and Professional Issues

One Credit LA

The course introduces students to the ethical standards of the American Psychological Association. Case studies illustrating these principles will be discussed. A range of current and relevant professional issues will be featured each semester. Offered periodically.

Prerequisites: PSYC 101 and at least sophomore standing

PSYC 311

Principles of Psychological Testing

Three Credits LA

This course reviews the principles of test construction, administration, scoring, and interpretation of both group and individual tests; studies the major theories and techniques of intelligence, aptitude, and proficiency testing; surveys tests that measure interests as well as personality tests; and provides an overview of behavior assessment. Offered periodically.

Prerequisites: PSYC 101, MATH 130

PSYC 315

Human Factors Psychology

Three Credits LA

This course overviews the application of psychological principles to the design of human environment. It also provides a review of the basic human capabilities for attention, perception, memory, information processing, and decision making. It focuses on how these processes influence the design and use of equipment, computer software, and other aspects of offices and homes. Offered periodically.

Prerequisite: PSYC 101

PSYC 317

Child Development

Three Credits LA

This course examines the physical, intellectual, emotional, and social aspects in the development of the child from conception through the early adolescent period. Offered every semester.

Prerequisite: PSYC 101

PSYC 318

Psychology of the Adolescent

Three Credits LA

This course provides a general review of normal adolescent development as well as some common adolescent psychopathology (i.e., substance abuse, eating disorders, depression). The course is appropriate for anyone interested in working with adolescents. Current knowledge of biological, social, sexual, and cognitive development debunks many misconceptions about adolescents.

Prerequisite: PSYC 101

PSYC 321

Adult Development

Three Credits LA

This course is presented from a theoretical base of lifespan development, so that individual growth and change can be viewed as a process beginning with birth and ending with death. The focus will be on development from early adulthood through old age both in terms of theory and current empirical research. Theoretical approaches of Brofenbrenner, Piaget, Erikson, Lovinger, and others will be covered. The content themes will include: development of self, cognition, memory, intelligence, sexuality, personality, social development, interpersonal relations, psychopathology, and death/dying. Offered periodically.

Prerequisite: PSYC 101

PSYC 323

Lifespan Development

Three Credits LA

This is an introductory course that examines the development of individuals from conception to death. With each life stage, current and historical research and theoretical information will be presented related to socioemotional, physical, and cognitive development. Also covered will be the effect of cultural differences on human development, ethical issues related to development, and problems that occur during development. Offered periodically.

Prerequisite: PSYC 101

PSYC 330

Culture and Psychology

Three Credits LA

This course examines the ways that culture and diversity (i.e., in both international and American multicultural terms) affect human thoughts, feelings, and social behaviors. Topics to be covered include the cultural aspects of human development; the self/identity; personality; emotions; sensations; perception and cognition; stereotypes and prejudice; communication and social interaction; motivation; intelligence; psychological disorders and health; and organizations. It is intended for students from a diverse array of majors. Offered periodically.

Prerequisite: PSYC 101

PSYC 331

Psychology of Women

Three Credits LA

This course provides a theoretical basis for understanding women's experiences as influenced by gender differences, culture, societal roles and expectations, personality, language, socioeconomic status, age, and psychological development. Feminist research in areas such as violence against women, women's mental health, women and work, and resilience in girls and women is examined toward understanding and improving the lives of girls and women in all their diversities. Psychology of Women offers both male and female students the opportunity to study the social construction of gender relations, explore social policies and practices that advance equality and social justice, as well as empower women personally, professionally and socially. Offered periodically.

Prerequisite: PSYC 101

PSYC 332

Fundamentals of Counseling

Three Credits LA

This course introduces students to the nature of counseling and the role of the counselor as a helping professional. Students will become acquainted with interviewing and counseling skills for use in both professional and paraprofessional settings. In addition, they will be exposed to a number of theoretical approaches to counseling such as Rogerian, behavioral, and cognitive, as well as others. Clinical and ethical issues related to the counseling field also will be addressed. Offered periodically.

Prerequisite: PSYC 101

PSYC 340

Attraction and Romantic Relationships

Three Credits LA

This course explores many dimensions of human "meeting and mating" behaviors from a social psychology perspective as students critically examine recent research and theories. Students examine the biological, psychological and social determinants of romantic behavior as they explore why couples are attracted to one another, what romantic love is, why couples become attached to one another, ways couples strengthen their relationships, and how the quality of mate choice may affect partnering, marriage, and relationship satisfaction. Offered periodically.

Prerequisite: PSYC 101

PSYC 342

Cognitive Psychology

Three Credits LA

This course provides a survey of traditional and current theories and research in perception, attention, learning, memory, language, problem solving, concept formation, reasoning, and decision making. Offered periodically.

Prerequisite: PSYC 101

PSYC 348

Psychological Perspectives on Criminal Behavior

Three Credits LA

Dual listed as CRJU 348

This course focuses on particular psychological aspects of the criminal justice system including what the criminal knows about himself/herself and how this affects his/her behavior. This topic is considered in the context of alternative answers to one question: What does society want from its convicts? That is, once people are caught and are serving a sentence, what goals would society set for them and what psychological obstacles stand in the way of their doing what society wants them to do? Answers to these questions will be presented in discussions on such issues as forensic assessment, the insanity defense, and civil commitment. Offered periodically.

Prerequisite: PSYC 101 or CRJU 101

PSYC 350

Psychological Research Methodology and Lab I

Four Credits LA

This course provides an introduction to nonexperimental, correlational, and experimental methods of research. Topics include ethics in research, statistics for behavioral sciences, and the use of computers for data analysis. Class discussion and student projects are designed to teach students how to read and to evaluate critically popular and professional literature in psychology. Students plan, carry out, evaluate, and write APA-style reports on research projects. Offered every semester.

Prerequisites: PSYC 101, MATH 130 and CMPT 103 or EDUC 150

PSYC 351

Psychological Research Methodology and Lab II

Four Credits LA

This course provides an emphasis on experimental and quasi-experimental methods of research in psychology. It continues the study of statistical methods including analysis of variance, and use of computers to analyze data. Students plan, carry out, evaluate, and write APA-style reports on research projects. Offered every semester.

Prerequisite: PSYC 350

PSYC 362

Measurement and Evaluation

Three Credits LA

In this course, students examine the role of measurement and evaluation in general and in special education. Proceeding from an understanding of the essential qualities of all measurement instruments, including validity and reliability, students learn to plan, to construct, and to analyze the results of classroom tests, to use alternative/authentic assessments, and to evaluate standardized tests. Assessment instruments are summarized using measures of central tendency, validity and reliability, and are interpreted using norms and standard scores. Representative measures of aptitude and achievement for general and special education populations will be examined. Students also consider the current social and ethical implications involved in assessment. Priority to Education students. Offered every semester.

Prerequisite: PSYC 101

PSYC 372

Psychoeducational Assessment of Educational Disabilities

Three Credits LA

This course provides an introduction to psychoeducational assessment in special education, with a focus on learning disabilities, behavior disorders, and intellectual disabilities. Emphasis is on assessment as a multifaceted process, which must proceed from an understanding of basic concepts of measurement and evaluation. Students examine various instruments currently used for standardized and informal assessment of intelligence, achievement, adaptive behavior, effect, and language. This course is designed primarily for students who will become special education teachers at the elementary or secondary level. This course is also relevant for those who will become part of the support system for students with disabilities, especially school psychologists and social workers. Offered every semester. Priority to Education students.

Prerequisites: PSYC 101, PSYC 207

PSYC 385

Industrial/Organizational Psychology

Three Credits LA

This course is an introduction to the many areas of interest to the industrial psychologist. Students will learn how various theories in psychology have been applied to solving problems such as worker motivation, leadership, group interaction, and testing and research in the workplace. Students will analyze these problems from many different perspectives in order to understand how psychological theory can be used to improve individual and organizational functions. Offered periodically.

Prerequisite: PSYC 101

PSYC 392-393

Special Topics in Psychology I–II

Three Credits each LA

“Special topics” courses serve as a vehicle by which a department may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisite: Permission of Dean

PSYC 420

Psychological Research Methods III

Three Credits LA

Extends knowledge and skills learned in PSYC 350 and 351 to more advanced research designs, statistics, and computer data analysis. Includes repeated measures ANOVA, regression analysis, and qualitative designs. Students will design projects, collect data, and write results in APA style and poster style. Recommended for students planning to attend graduate programs. Offered periodically.

Prerequisites: PSYC 350, PSYC 351

PSYC 478

Psychological Systems (Capping Course)

Three Credits LA

This “capping” course explores the historical development of psychology as a science by focusing on the various schools of thought, systems, and theories

that have contributed to its growth—both from within and outside the discipline. Its intent is to help the student gain perspective on contemporary psychology by appreciating the problems psychology has confronted over the years and its interrelationships with other disciplines. Required for all senior Psychology Majors. Offered every semester.

Prerequisites: PSYC 101, PSYC 350, and one course from PSYC 301, 302, 303, 304, 305 or 306

PSYC 479

Educational Psychology Seminar

One Credit LA

This is a required course for psychology/education certification students to integrate educational psychology theory as part of the pre student teaching experience. The course reinforces the understanding of key concepts of psychology content by examining this content through peer teaching and field experiences. Specific implications and application of learning theories will be discussed using examples drawn from educational situations and educational programs. Emphasis is on behavioral, social, cognitive, information processing, and constructivist theories. The theme will be focused on “reflective practice”.

Corequisite: EDUC 462

PSYC 485

Supervised Research

Three Credits LA

This is a culminating experience designed for interested senior majors in Psychology. It consists of the student’s designing and executing a research proposal under the direction of one of the members of the department.

Prerequisite: Permission of Chairperson

PSYC 487-491

Fieldwork/Internship: I, II, III, IV, V

Three Credits each

Under the supervision of both a faculty supervisor and a field professional, students take the theories and principles learned in the classroom and apply them to their work in a field setting. Students acquire knowledge and new skills while providing service and furthering their career development. NOTE: Fieldwork experiences may not be used to fulfill the Breadth of Psychology major requirements.

Prerequisites: PSYC 101, PSYC 350. Attendance at one mandatory informational workshop; Academic Good Standing; Second semester junior or senior standing

RELIGIOUS STUDIES

REST 107

Introduction to Religion

Three Credits LA

This course examines the origin theories, rituals, beliefs, and ethics of ancient religions. Patterns and similarities are explored in religious traditions from archaic times to the present. Students will also study the structural and ethical differences between ancient and modern religions. To help develop analytic skills, students will utilize various approaches to the study of religion, including historical, theological, ethnological, and psychological methodologies. Offered every semester.

REST 201

Religion in America

Three Credits LA

An introduction to the study of religions and religious experience in North America. This course examines the history, the beliefs, and the impact of religion on American culture. Specific traditions to be explored include indigenous religions, Judaism and Christianity, and contemporary religious movements. Offered annually.

REST 203

Christianity

Three Credits LA

A contemporary approach to the study of Christian principles and history. Special areas of interest include the person of Jesus, the development of Christian

doctrines, and the interrelationships among various Christian denominations. Offered every semester.

REST 204

Judaism

Three Credits LA

An overview of the basic spiritual ideas of Judaism as they evolved historically from Biblical times to the present. This course also treats Jewish customs, holidays, and ceremonies and the ideas underlying them. Offered annually.

REST 206

Contemporary Religious Education

Three Credits LA

A study of religious-education methods and insights on four levels: in the family, the faith community, the nation, and the world. Offered according to student and/or faculty interest.

REST 209

World Religions

Three Credits LA

An introduction to Hinduism, Buddhism, Judaism, Christianity, and Islam, and their relation to the cultures in which they developed. This survey course emphasizes the universality of religious experience and considers the impact of religion on the world. Offered every semester.

REST 210

Film and the Bible

Three Credits LA

This class will examine and critique the use of biblical stories and theological themes in an international selection of films. The goals of the class include: a sustained and critical engagement with the ways film artists interact with and interpret biblical texts, exposure to a variety of the exegetical projects (including both non-American and Hollywood films), and an expansion of the ability to discuss biblical texts in relation to religious themes, popular culture and thoughtful artists.

REST 214

Religious Themes in Literature

Three Credits LA

Dual listed as ENG 214

See ENG 214 for course description.

REST 215

Religions of India: Hinduism, Buddhism, Islam

Three Credits LA

This course examines the central rituals, doctrines and ethics of the religions of India. Though the course focuses on Hinduism, Buddhism, and Islam, the course will also look at Sikhism, Jainism and other faiths of India. Through the examination of primary texts and through writing research papers, students have the opportunity to analyze and compare the symbols, rituals, values and religious stories of India

REST 216

Ancient Greek Religion

Three Credits LA

This course is an introduction to the world of thought and practice that comprises ancient Greek religion. With its multiplicity of divinities, the absence of Scriptural authority, its sacrificial and ritualistic practices, and more, ancient Greek religion is really an "other" way of being-in-the-world religiously. During the course students will learn about the most important gods, festivals and religious concepts that give content and structure to ancient Greek religion. During the course we will raise questions that may not have been raised by the participants, such as what effect does this practice have on the participant and on society? What kinds of values does a given text or practice suggest or implicitly depend on? What are the conceptions of human nature that the texts and practices envision? What does a given dimension of Greek religion show to be fundamental to human happiness and welfare?

REST 217

Catholics in the U.S.

Three Credits LA

Triple listed as POSC 217 and HIST 217

See HIST 217 for course description.

REST 219

Sociology of Religion

Three Credits LA

Dual listed as SOC 220

See SOC 220 for course description.

REST 230

Religion and Politics

Three Credits LA

A study of the interrelationship between religion and politics. Of particular importance is an examination of the roles of those who are in positions of authority in these two realms. Offered triennially.

REST 231

Social Ethics and Economics

Three Credits LA

Economic policies and socio-ethical views (especially those rooted in religious thought) are studied as interrelated parts of a total cultural system. Of particular interest to this course are the ways that these systems relate to human values and human needs, including those of marginalized peoples in the Third World countries and elsewhere. Offered annually or according to student interest.

REST 232

Religion and Culture

Three Credits LA

Dual listed as ANTH 232

A dimension of cultural anthropology, with focus on religion as a cultural universal. The study of cultural differences and determinants suggests new understandings of religious differences and functions in the human family. Offered when there is sufficient student interest.

REST 243

Catholic Thought and Spirituality

Three Credits LA

Dual listed as CAST 202

This course helps students understand the Catholic tradition in an academic, objective, non-confessional, and critical manner. Through theological readings and class discussions, it considers historical development, doctrinal positions, spiritual dimensions, and contemporary issues in Roman Catholicism. Offered annually.

REST 244

Prison, Praxis and Prisoners

Three Credits LA

What values are informing present prison structures? How does the stated purpose of prisons as defined by both federal and state mission statements compare to the actual experience of the imprisoned and the systematic administrations of that purpose? We will be engaging in a critical reflection of the experience of imprisonment to investigate the possibility of a socio-spiritual (re)configuration of the prison. This course will consider the social, psychological, political, and spiritual reality related to both prisons and those imprisoned. Among the related issues that we will examine will be social safety concerns and human rights. We will especially consider the experience of imprisonment for women separated from their children, and the effect of present policies on these children. Through Amnesty International, the Index on Censorship, and other work on behalf of human rights, we will also study the situation of political prisoners and pervasive torture in the world today. Given this sort of inquiry is it possible to conceive of values that reflect a more transcendent perspective on the prison experience?

This course will attempt through readings, film, documentary, voices of prisoners, and a praxis project to gain a critical awareness of the prison system in the U.S. with some comparison to prisons in other countries. We will analyze alternatives to imprisonment and consider possibilities for change. We will also ask existential questions, for example, in what way are we ourselves imprisoned?

Is life intrinsically meaningful, even in prison? What is our connection to those in prison? The course will consider different sociopolitical and theological positions infused with a theologically informed liberationist approach. Offered annually.

REST 245

Jesus and Discipleship

Three Credits LA

This course examines the significance of Jesus of Nazareth as portrayed in the Gospels and New Testament letters. In conjunction with a critical contemplation on Jesus and his call to humanity, the course will systematically reflect on the distinct yet complementary meanings of discipleship. Thus, the consideration of Jesus and discipleship will reflect the views of believing Christians as well as other people of good will. These areas will be addressed in different historical settings and taken from various perspectives as readings will come from the Judeo-Christian Scriptures, historical documents, and contemporary texts. Offered annually.

REST 300

Judeo-Christian Scriptures

Three Credits LA

This course will begin by analyzing how the Hebrew Scriptures were composed and compiled through the different periods of Jewish history. With a knowledge of the historical and cultural context of these religious writings, the class will examine the Biblical stories, seeking to find their meaning and significance for ancient Jews and contemporary people. The different books and letters of the New Testament also responded to specific controversies of the time, and therefore the class will analyze the New Testament writings to understand the religious debates and conflicts in the early Church. Since the Hebrew Scriptures and New Testament grew out of religious traditions, the class will study these texts to help them understand the doctrines, rituals, and denominations of Judaism and Christianity. All students must write an analytic research paper or present to the class an oral report based on their research. Offered every semester.

REST 315

Global Liberation Theology

Three Credits LA

This is a praxis-oriented course which will identify both common themes and differences of distinctive liberation theologies in a global context. Consideration of themes such as preferential option for the poor, social analysis, commitment to human rights, and praxis will be informed by participants' spiritual and ethical sources. All students must write an analytic research paper or present to the class an oral report based on their research. Offered annually or according to student interest.

REST 320

Public Praxis I

Three Credits LA

Dual listed as SOC 320

This is a praxis-seminar course in which students will participate experientially in the multiple aspects of a praxis project and meet weekly for round-table discussions to process their experience. Seminar discussion groups will also engage shared readings, view relevant media, critically analyze social situations, and inquire into values, experiential modes, and attitudes. The written component of the praxis project will be public-directed (e.g., an article for a local newspaper, a book chapter, or a community writing project). All students must write an analytic research paper or present to the class an oral report based on their research.

REST 325

Public Praxis II

Three Credits LA

Dual listed as SOC 325

This course is the Capping course for the Minor in Public Praxis. Students are expected to originate a significant praxis project and attend to all its aspects. Each student will form a Mentoring Committee made up of the faculty sponsor, experienced community "expert," and a member of the subject people (when appropriate). The Committee will meet together with the students at least twice during the semester as well as meeting more often individually. In consultation with others on the Committee, the faculty member will be responsible for final

assessment. All students must write an analytic research paper or present to the class an oral report based on their research. Offered annually.

REST 330

Religion in Contemporary Moral Life

Three Credits LA

This course examines the relationship between religious thought and human moral agency. Through research and discussion, students will deal with religious approaches to contemporary moral issues, including those of personal relations, social justice, and medicine and business ethics. All students must write an analytic research paper or present to the class an oral report based on their research. Offered biennially or according to student interest.

REST 331

Philosophy of Religion

Three Credits LA

Dual listed as PHIL 331

See PHIL 331 for course description.

REST 335

Marriage and Family from Religious Perspectives

Three Credits LA

This course focuses on the religious beliefs and practices concerning marriage from the Jewish and Christian traditions, though other religious traditions may also be examined. In this class, marriage is examined as a religious ritual, and as a means through which religious virtues such as patience, fidelity, perseverance, and forgiveness can be acquired and transmitted. The class explores the role of marital vows and obligations of love that are expressed in these religious vows. Since there are many different Christian and Jewish denominations, the class will study various religious approaches to divorce, marital ethics, parenting strategies, family rituals, and the religious education of children. All students must write an analytic research paper or present to the class an oral report based on their research. Offered every semester.

REST 361

Ancient Roman and Early Christian Literature

Three Credits LA

Dual listed as ENG 361

See ENG 361 for course description.

REST 371

The Hebrew Bible as Literary Classic

Three Credits LA

Dual listed as ENG 371

See ENG 371 for course description.

REST 392-393-394

Special Topics in Religion I–II–III

Three Credits LA

"Special topics" courses serve as a vehicle by which a division may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Students should check with the appropriate faculty member for detailed information on any "special topics" course. All students must write an analytic research paper or present to the class an oral report based on their research.

REST 406

Psychology and Religion

Three Credits LA

This course provides a psycho-theological approach to understanding significant issues and questions in contemporary spirituality. The focus is on integration of theology with basic psychological theories, dynamics, and techniques of counseling. All students must write an analytic research paper or present to the class an oral report based on their research. Offered triennially.

REST 431

Spirituality and Human Development

Three Credits LA

This course is designed to engage students in research and discussion of the foundations of faith development in the human life cycle. Focus is on early and

middle adulthood and later life. Significant issues include the development of faith in relation to family, sexuality, and life-crisis events (i.e., illness, death, separation, and divorce). All students must write an analytic research paper or present to the class an oral report based on their research. Offered triennially.

REST 477

Capping Course

Three Credits LA

This course is the capping course for the Religion Major that introduces students to the historiography of religion, and involves the critical examination of various descriptions of different religions. The course will focus on examining the methodologies of various authors who publish on the history, theology and ethics of religions. Students will also be able to focus on projects that correspond to their central interests in the discipline.

SOCIAL WORK

SOCW 230

Introduction to Social Work

Three Credits LA

Introduction to Social Work is intended as a foundation for students interested in working toward the bachelor of science degree in Social Work. It is a prerequisite for all other courses required in the Social Work major. This course is appropriate for any student interested in the expanding field of the helping services and professions. Students will be introduced to the history of social welfare and the social-work profession. The purpose and goals of social-work practice in a changing society will be studied. Offered every semester.

SOCW 330

Social Service: Theory & Practice

Three Credits LA

This course explores a variety of theoretical perspectives that direct the social-work helping process. Theories examined include systems, ecological, feminist, ethnic sensitive, and strengths. These theories are examined from an historical perspective and for their value base relative to agency-based practice and research. The interaction of the social worker with the social-service delivery system is explored and analyzed through the completion of an agency assessment. *Prerequisite:* SOCW 230 or permission of instructor

SOCW 340

Children and Families in the Social Environment

Three Credits LA

This course examines the reciprocal relationship between the developing child from infancy through adolescence and his/her social environment. There will be an examination of the family and its critical role in child rearing as well as the support parents and caregivers require to undertake this task. Genetic and socioeconomic factors, child-rearing practices, and the influence of values and cultural and ethnic orientation will be explored. Preventive and intervention settings and resources will be reviewed along with a thorough examination of the policies and practices of the American child-welfare system. *Prerequisite:* SOCW 230 or SOC 101 or PSYC 101

SOCW 343

Social Work With Aging People and Their Families

Three Credits LA

This course provides an overview of issues in the field of aging which are related to social-work practice. Changes among the elderly such as health, finances, and social roles are studied with particular reference to potential need for assistance. Social-work methods and intervention with older people and their families in a variety of settings are examined. Field trips to agencies are required. *Prerequisite:* SOCW 230 or PSYC 321 or permission of instructor

SOCW 344

Social Welfare: Policies and Analysis

Three Credits LA

This course surveys the evolution of major social-welfare programs and analyzes recent government responses to social-welfare needs in the United States. Emphasis is placed on analysis of and alternatives to current social-welfare policies and programs. Content includes: social welfare as a right or principle,

models of government programs, social-welfare structures, and social insurance. Course content is enriched by a concurrent field education experience.

Prerequisites: SOC 101, SOCW 230

SOCW 345

Human Behavior in the Social Environment

Three Credits LA

Empirically based theories and knowledge of human growth and development are studied for their usefulness in understanding human behavior across the life span as impacted by social and cultural diversity, political and economic barriers, and opportunities. The focus of this course is the individual within the social context of family and larger social institutions such as education, commerce, government, and spiritual organizations, and the ways that systems promote or deter people in maintaining or achieving health and well-being.

Prerequisite: SOCW 230 or permission of instructor

SOCW 350

Alcoholism and the Family

Three Credits LA

A study of the nature of alcoholism and its effect upon individuals and dynamic family systems. The physiological, psychological, and social impact of alcohol on specific groups, especially women, children, and adolescents, will be addressed. Issues of the adult child of the alcoholic will also be discussed. Students will develop assessment skills to identify alcoholics and their families within the social-service population.

Prerequisite: SOC 101 or SOCW 230 or permission of instructor

SOCW 352

Addictions and Diverse Populations

Three Credits LA

This course offers students the opportunity to explore the needs of persons who suffer from addiction to alcohol and other substances as well as mental disturbance, intellectual impairment, and/or physical challenge. The course addresses issues of case identification, assessment, treatment, and policy. Students are encouraged to examine critically existing assessment and diagnostic frameworks, ethical dilemmas in relation to delivery of service, and personal beliefs as they affect response to this population.

Prerequisite: SOC 101 or SOCW 230 or permission of instructor

SOCW 382

Junior Field Education

One Credit

Students are assigned to social service agencies to observe and apply beginning social-work skills based on theoretical content provided in previous and concurrent courses. A minimum of 72 hours of field education and a minimum of four integrated class seminars are required.

Prerequisite: SOCW 330; MAJORS ONLY

SOCW 383

Social Work Methods I

Three Credits

Building on SOCW 230 and SOCW 330, this course continues the study and application of social-work knowledge, values, and skills relative to generalist social-work practice. The person-in-environment context is the focal point for application of the social-work process of assessment, planning, intervention, evaluation, and termination. A concurrent required field education experience (SOCW 382) enriches course content.

Prerequisite: SOCW 330; OPEN TO MAJORS ONLY

SOCW 392-393-394

Special Topics in Social Work I–II–III

One to Three Credits each LA

“Special topics” courses serve as a vehicle by which a department may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisites: SOCW 230 and permission of Program Director and Dean

SOCW 395

Social Work with Diverse Populations

Three Credits LA

This course is designed to heighten the student's knowledge, awareness, and tolerance of differences among people, as well as raise consciousness and sensitivity to the kinds of problems in which these differences result. Ethnic minorities, undervalued groups, and protected classes will be studied in the context of language, poverty, powerlessness, institutional racism, sexism, and ageism. Frameworks for social-work practice will focus on how social workers can be equipped to improve the status of minorities and undervalued groups. Course content is enriched by a concurrent field education experience.

Prerequisites: SOC 101, SOCW 230, SOC 336

SOCW 450

Social Work In the Addiction Practice Setting

Three Credits

This course offers social workers entering the addiction field understanding of the field itself, its history and professional culture within the field. Emphasis will be placed on the analysis of the role of social work within the field, introduction to skills required to work with alcoholics and addicts as well as administrative skills needed to contribute to the field's development. This course challenges students to examine their beliefs about addiction, alcoholics, substance abusers and their families and the field of addiction treatment.

Prerequisite: SOCW 350

Recommended Prerequisite: SOCW 352

SOCW 475

Social Work Methods II

Three Credits

This is the final course in the practice sequence. Here, students study an expanded range of empirically tested practice intervention models and techniques within the context of generalist practice. Course material relates practice theory to a common core of concepts, skills, tasks, and activities essential to generalist social-work practice with client systems of various sizes and types. Concurrent field practicum provides students with the opportunity to apply these varied interventions.

Prerequisites: SOCW 382, SOCW 383; OPEN TO MAJORS ONLY

SOCW 478

Senior Integrative Seminar/Capping

Three Credits LA

Building on Senior Integrative Seminar I, in this course students focus on the ethical dilemmas in social-work practice. Frameworks for understanding and analyzing ethical dilemmas will be studied. The course also assists students in identifying a strategy for continued professional development.

Prerequisites: SOCW 477; OPEN TO MAJORS ONLY; taken concurrently with SOCW 483

SOCW 482-483

Practicum in Social Work I-II

Four Credits each

These two courses provide students with opportunities to acquire skill in social-work practice and to test in a field setting the theories and principles learned in the classroom. Students are assigned to social-service agencies where, under the supervision of professional social workers, they learn by directly participating in the delivery of social-work services.

Prerequisites: SOCW 382, SOCW 383; OPEN TO MAJORS ONLY; taken concurrently with SOCW 478

SOCIOLOGY

SOC 101

Introduction to Sociology

Three Credits LA

Students are introduced to three major sociological theories, conflict, functionalism, and symbolic interactionism, within an ongoing holistic analysis of contemporary society. Emphasis is on how the major social institutions, the economy, government, education, religion, and the family, profoundly shape individuals' personal identities and everyday lives.

SOC 202

Social Problems

Three Credits LA

An analysis of persistent and developing problem areas in an American or global context: family, education, politics, economics, ethnic, and gender issues.

Prerequisite: SOC 101

SOC 211

Social Deviance

Three Credits LA

Formal and informal definitions of deviance and deviants, differentiation of deviant populations, and the organization of social-control activities and people-processing institutions. Special emphasis is placed on analyzing deviance in relation to conflict theory and social-learning theory.

Prerequisite: SOC 101

SOC 220

Sociology of Religion

Three Credits LA

Dual Listed as REST 219

An introduction to the specific study of religion which is anthropological, psychological, and sociological. A study of how cultural systems, human individuals, and social structures influence religion, and how religion in turn influences them.

Prerequisite: SOC 101

SOC 223

Juvenile Delinquency

Three Credits LA

Definitions of delinquent behavior and contributing social problems. Adolescence as a subculture. The philosophy and practice of the adjudication process for juveniles as well as treatment procedures.

Prerequisite: SOC 101

SOC 320

Public Praxis I

Dual listed as REST 320

See REST 320 for course description.

This course will fulfill requirements for the minor in Sociology or the minor in Public Praxis.

SOC 325

Public Praxis II

Dual listed as REST 325

See REST 325 for course description.

This course will fulfill requirements for the minor in Sociology or the minor in Public Praxis.

SOC 336

Social Inequality

Three Credits LA

This course investigates those processes whereby members of society are placed into higher and lower status based on differential access to wealth, power, and prestige. Emphasis is on the historic and contemporary institutional organization and reproduction of social inequality according to social class, gender, ethnicity, age, and perceived handicap in America within the global context of the modern world system. Functionalist, conflict, and interval explanations of these processes are fully considered. The integration of theories of social inequality with direct experience through the classroom simulation of the social-class structure in American society is a major dimension of the course. Opportunities for involvement aimed at lessening social inequality in community-based sites are also available.

SOC 341

Social Change

Three Credits LA

This course reviews the history and sociology of social inequality in America within the global context of the modern world system. But its major emphasis is on how political, economic, and technological processes transform the family, religion, and individual character, as well as on forms of collective and individual

resistance to such transformations. The nature of historic and contemporary social movements such as the labor movement, the civil rights movement, the women's movement, and the "new right" as collectively organized activity that encourages or discourages social change are prominently considered. Students form "social change groups" in an identified campus or community-based site. Course content is enriched by a concurrent field education experience.

Prerequisites: SOC 101, SOC 336; priority to Social Work majors

SOC 342

Sociology of Community

Three Credits LA

The basic nature of the human community in its ecological, cultural, and political aspects. The folk, rural, and urban community considered from the standpoint of structure, function, social change, and the problems arising therefrom.

Prerequisite: SOC 101

SOC 343

Sociology of Education

Three Credits LA

An analysis of the role of education in social organization, social change, and social control. The sociological perspectives in the history of education and social change in the schools. Role conflicts in the schools, social-class influence on the school system, bureaucracy in education, and the school in its power environment.

Prerequisite: SOC 101

SOC 348

Popular Culture

Three Credits LA

This course explores diverse forms of contemporary American popular culture through rigorous reflection on the sociological, psychological, political, and economic dimensions of popular culture relative to individual biographies, gender, social class, ethnic, and peer-group subcultures. Main areas of study include film, music, TV, and advertising viewed as a "culture industry." Major schools of thought on popular culture including the mainstream, conservative, postmodern, and critical standpoints are introduced. The critical standpoint centrally informs the course by viewing popular culture in the context of creating a more compassionate and just society.

Prerequisites: SOC 101 and permission of Instructor

SOC 392-393

Special Topics in Sociology I–II

Three Credits each LA

"Special topics" courses serve as a vehicle by which a department may offer a topical or thematic study not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes.

Prerequisites: SOC 101 and permission of Dean

SOC 440

Social Theory

Three Credits LA

Study of the major schools and theorists in sociology today. Focus on such schools as functionalism, symbolic interactionism, the conflict school, exchange theory, and social action theory; and on such theorists as Parsons, Merton, Marx, Homans, Gouldner, Blau, Dahrendorf, Coser, and Durkheim. The course explores congruence in theory and possible directions of future theory.

Prerequisites: SOC 101 and an upper-level Sociology course; priority to Social Work majors

SOC 450

Qualitative Social Research Methods

Three Credits LA

This course introduces qualitative research methods in the context of students' carrying out a field study to the point of a working document. Issues of access to community settings, subject selection, participant observation, interviewing, use of personal documents, research ethics, recording and analysis of data, as well as how we know the social world, are fully considered. Critical ethnography, a new field method focused on the relationship between social institutional constraints and human agency, is also introduced.

Prerequisite: SOC 101

SOC 480

Social Research Methods

Three Credits LA

This course introduces the student to the application of scientific methods to uncover the regularities in social reality. The objective is to have students carry out their own research designs. Topics include: hypothesis formation; model building; causation; reliability and validity constraints; experimental protocols; interview techniques; survey data collection, including defining a probability sample; preparing scales; and data analysis. Employment of basic descriptive statistics, measures of dispersion, and correlation.

Prerequisites: SOC 101, SOC 440; MATH 130 is recommended; priority to Social Work majors

SPANISH

SPAN 101-102

Elementary Spanish I–II

Three Credits each LA

Emphasis is placed on the acquisition of the fundamental skills of understanding, speaking, reading, and writing. Through the language study, the student is introduced to the various Hispanic cultures. For students who have had very little or no study of Spanish. Closed to heritage speakers of Spanish. Offered every year.

SPAN 105-106

Intermediate Spanish I–II

Three Credits each LA

A continuation of the elementary course. The basic language skills are pursued more intensely and more thoroughly. A better understanding of the various Hispanic cultures continues. Closed to heritage speakers of Spanish. Offered every year.

Prerequisite: Three years of high school Spanish

SPAN 150

Cultures of Spain

Three Credits LA

Dual listed as CSSP 150

A study of Spain past and present: its culture, history, literature, and/or fine arts. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 152

Cultures of Latin America

Three Credits LA

Dual listed as CSSP 152

A study of the culture, history, literature, and/or fine arts of Latin American countries: Mexico, Central America, the Caribbean, and South America. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 153

Cultures of the Hispanic Caribbean

Three Credits LA

Dual listed as CSSP 153

A study of the culture, history, literature, and/or fine arts of the Hispanic Caribbean – specifically, Puerto Rico, Cuba, and the Dominican Republic. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 154

Cultures of Hispanics in the United States

Three Credits LA

Dual listed as CSSP 154

A study of the diverse cultures, history, literature, and/or fine arts of Spanish-speaking communities in the United States, with an emphasis on Central Americans, Cubans, Dominicans, Mexicans, and Puerto Ricans. The course is offered in English and requires no knowledge of Spanish. Offered when there is sufficient student interest.

SPAN 201

Spanish: Communicating in the Spanish-Speaking World

Three Credits each LA

Extensive use of oral and written Spanish to broaden the students' linguistic and cultural proficiency. Closed to heritage speakers of Spanish. Offered every year.

Prerequisite: A four- or five-year secondary school background in Spanish or completion of college intermediate-level Spanish.

SPAN 202

Spanish: Fiction and Expression

Three Credits each LA

Extensive use of Spanish in reading and writing about a variety of texts to broaden the students' linguistic and literary proficiency. Closed to heritage speakers of Spanish. Offered every year.

Prerequisite: A four- or five-year secondary school background in Spanish or completion of college intermediate-level Spanish.

SPAN 210-211

Spanish for Heritage Speakers I-II

Three Credits each LA

Intensive training in the reading and writing of Spanish designed for students who have acquired the language in a home or community environment. Special attention will also be given to developing oral proficiency in standard Spanish. No prior formal study of Spanish is needed to take these courses. They are required for heritage speakers who wish to complete a major/minor in Spanish. A waiver will be granted to heritage speakers of Spanish who have advanced proficiency in the language. Offered every year.

SPAN 220

Latin American Literature in Translation

Three Credits LA

Dual listed as ENG 264

A brief introduction to the origin and development of Latin American Literature followed by a selective study of the major 20th- and 21st-century writers. Offered when there is sufficient student interest.

SPAN 222

Spanish Literature in Translation: The Novel

Three Credits LA

Dual listed as ENG 261

A study of the Spanish Picaresque Novel, the works of Cervantes, and representative works of the 19th and 20th centuries. Offered when there is sufficient student interest.

SPAN 250

Cultures of Spain

Three Credits LA

The cultural development of Spain through the study of its history, geography, literature, and fine arts. Taught in Spanish. Offered every fall.

Prerequisite: Sufficient background in Spanish

SPAN 260

Cultures of Latin America

Three Credits LA

The cultural development of Latin America through the study of its history, geography, literature, and fine arts. Taught in Spanish. Offered every spring.

Prerequisite: Sufficient background in Spanish

SPAN 270

Cultures of Hispanics in the United States

Three Credits LA

Spanish speakers are the fastest-growing minority in the United States. This course will study their presence in the United States as seen in the Mexican-Americans, Puerto Ricans, Cubans, Dominicans, and other Latino groups and the interaction between these groups and mainstream society. Taught in Spanish. Closed to students who have taken SPAN/CSSP 154.

SPAN 281-282

Spanish Conversation and Culture I & II

Three Credits each LA

Emphasis is placed on developing conversational ability and a better understanding of the cultures of Spanish-speaking countries. Other language skills are also given attention. Closed to heritage speakers of Spanish. Offered every year.

Prerequisite: A strong secondary school background or completion of intermediate-level Spanish courses

SPAN 300

Spanish Study Tour

Three Credits LA

An inter-semester or summer travel-study course in a Spanish-speaking country. Formal and informal language and culture classes will be given during the trip. Offered when there is sufficient student interest.

Prerequisite: Intermediate-level Spanish background

SPAN 301

Spain Today

Three Credits LA

Living and studying in Spain, this orientation includes intensive language sessions as well as study tours on Spain's history, architecture, art, and contemporary political issues. Offered every semester.

Prerequisite: Admittance into the Marist Abroad Program

SPAN 305-306

Advanced Intensive Spanish I-II

Three Credits each LA

An intensive advanced course designed for Spanish majors, minors, and students with sufficient background in Spanish. This course will be beneficial to students preparing to study in a Spanish-speaking country. Advanced conversation and composition will be stressed, and at the same time the student will be exposed to Spanish and Latin American culture and civilization. Offered when there is sufficient student interest.

Prerequisite: A strong secondary-school or intermediate-level Spanish background

SPAN 312

Professional Spanish

Three Credits LA

Designed for bilingual students with some formal training in Spanish and advanced non-heritage speakers, this course stresses improvement of reading, writing, and oral skills in Spanish for formal use. Written assignments are based on excerpts from various literary works. Attention will be given to various forms of official writing styles (e.g., business letter, advertising, journalism, radio and television), translation techniques, and to the research and writing of academic essays. Offered when there is sufficient interest.

SPAN 315

The Experience of Hispanic Literature

Three Credits LA

The suggested first literature course for Spanish majors and the recommended literature course for Spanish minors. An overview of the origins and development of the literatures of Spain and Hispanic America to the present time that will include a general introductory study of poetry, drama, the short story, and the novel. Offered every semester.

Prerequisite: Upper-level Spanish-language course or sufficient background in Spanish

SPAN 325

Spanish in a Digital Age

Three Credits LA

In the age of the Internet and the global economy, the concept of human communication is rapidly changing. In this course, students will practice communicating in another language for the 21st century and explore the changing landscapes in which we will learn and work. Reading, writing, and speaking skills will be polished as students build knowledge of the target culture through research, discussion and projects using the latest technology. Taught every year in Spanish.

Prerequisite: Sufficient background in Spanish.

SPAN 330

Themes in Spanish Cinema

Three Credits LA

Dual listed as CSSP 330

An introduction to the major directors, themes, and movements in Spanish Cinema.

SPAN 335

Themes in Latin American Cinema

Three Credits LA

Dual listed as CSSP 335

An exploration of major themes, movements, and directors in Latin American Cinema. Offered when there is sufficient student interest.

SPAN 360-361

Spanish Composition and Conversation I–II

Three Credits each LA

Designed particularly for non-native Spanish majors or minors who wish to perfect their Spanish skills, these courses offer intense spoken and written practice. Topics will center on the culture, history, literature, films, and current events of the Spanish-speaking world. Closed to heritage speakers of Spanish. SPAN 360 is offered every year and SPAN 361 is offered when there is sufficient student interest.

SPAN 370

Latin American Women Writers

Three Credits LA

Discussion and analysis of representative works by 20th- and 21st-century women writers from the Caribbean, Mexico, and Central and South America. Readings will provide a panoramic view of the themes, sensibilities, and artistic imaginations of Latin American women as well as the historical and cultural frameworks from which they write. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language course or sufficient background in Spanish

SPAN 392-393

Special Topics in Spanish I–II

Three Credits each LA

“Special Topics” courses serve as a vehicle by which a division may offer a focus not included in the regular course offerings. The specific content is indicated when the course is listed in the schedule of classes. Offered every semester.

Prerequisite: Permission of Chairperson

SPAN 394-395-396

Internship in Spanish

One–Two–Three Credits

Qualifying students engage in work experience with various companies or agencies. Work performed, assigned readings, and a seminar project for three or more credits constitute the basis of the experience. Number of credits is determined beforehand by mutual consent. The internship should generally complement the student’s minor. Offered every semester, intersession, and summer.

Prerequisite: Permission of Chairperson

SPAN 410-411

Spanish Composition I–II

Three Credits each LA

Designed particularly for Spanish majors, minors, and bilingual students who wish to perfect their written Spanish, this course offers intense written practice in Spanish. Offered when there is sufficient student interest.

Prerequisite: Sufficient background in Spanish

SPAN 412-413

Advanced Conversational Spanish I–II

Three Credits each LA

Designed particularly for Spanish majors, minors, and bilingual students, the topics of conversation will center around the culture, history, and literature of the Hispanic world. Offered when there is sufficient student interest.

Prerequisite: Sufficient background in Spanish

SPAN 415

Spanish Translation Techniques

Three Credits LA

In our modern global environment, the ability to communicate accurately across linguistic barriers has become a necessity. Translating from one language to another is a precise skill. In this course the process of translation is discussed from initial inquiry to delivery of the finished product. The course focuses on the development of translator’s skills and integrates authentic foreign-language use as students participate in initial exercises, gain experience with translator’s texts, and finally prepare translations of varied material. When available, the course will associate with the International Politics course and become part of the ICONS Project of the University of Maryland. This project is a world-wide, multi-institution, computer-assisted simulation network that introduces students to the world of high-powered international negotiations. Students in the course would function as official translators of incoming-outgoing messages in Spanish/English which are received/sent by students in the International Politics course.

SPAN 420

Medieval Spanish Literature

Three Credits LA

From the earliest works of Spanish literature up to the literature of the Renaissance period. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 421

Spanish Literature of the 18th and 19th Centuries

Three Credits LA

An exploration of Neo-classicism, Romanticism, Realism through representative texts of the 18th and 19th centuries. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 422

Contemporary Spanish Literature

Three Credits LA

The generation of 1898 to the present, with emphasis on the post-civil-war novel. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 424

Cervantes

Three Credits LA

The life and writings of Cervantes with a detailed study of the Quixote. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 425

Literature of the Golden Age

Three Credits LA

A study of the outstanding writers of the Golden Age period. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 430-431

Spanish American Literature I–II

Three Credits each LA

A survey of the major trends in the literature of Hispanic America. Extensive reading and analysis of representative works. SPAN 431 covers the contemporary literature. Offered when there is sufficient student interest.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 433

Literature of the Hispanic Caribbean

Three Credits LA

An analysis and discussion of novels, plays, short stories, and poetry from the 20th- and 21st-century Caribbean including Cuba, the Dominican Republic, and Puerto Rico and their Diaspora. Readings will provide insights related to historical and cultural frameworks that have spawned this literature. Students will learn about overall unifying characteristics of Caribbean literature as well as the distinguishing features of each island as “nation.” Offered every three years.

Prerequisite: Upper-level Spanish-language courses or sufficient background in Spanish

SPAN 477

Capping Course

Three Credits LA

A capping course is required for all senior Spanish majors. It will integrate cultural, literary, and theoretical approaches using either contemporary Spanish-American literature or contemporary Spanish literature. A major paper is required. Each student makes an oral presentation of the paper at a departmental seminar.

SPAN 480

Seminar

Three Credits LA

Intensive study of one movement, author, or literary characteristic. Offered when there is sufficient student interest.

Prerequisite: Completion of most of the major field requirements

SPAN 493-494-495

Advanced Internship in Spanish

Nine, Twelve, or Fifteen Credits

Students who have distinguished themselves in Spanish may apply for this internship requiring habitual use of Spanish. Completion of major requirements, course prerequisites, departmental screening, and acceptance by the company or agency are necessary for participation. Work performed, assigned readings, and a seminar project constitute the basis of the experience. The student submits weekly reports, is periodically visited by a faculty coordinator, and is evaluated at the end of the internship by the sponsoring supervisor. Students may be placed at home or abroad. Number of credits is determined beforehand by mutual agreement. Offered every semester and summer.

Prerequisites: Senior with Spanish major or minor; permission of Chairperson

WOMEN’S STUDIES

WMST 130

Introduction to Women’s Studies

Three Credits LA

Dual listed as HIST 130

See HIST 130 for course description.

WMST 385

Gender and Media

Three Credits LA

Dual listed as MDIA 335

See MDIA 335 for course description.

FINANCING YOUR EDUCATION

STATEMENT OF FEES

These are 2016-2017 fees. (Subject to change in 2017-18.)

TUITION

<i>Full-Time Semester</i>	\$ 17,275.00
(Full-Time Rate allows students to take 12-16 credits. Students taking more than 16 credits will be charged the per-semester-hour rate for each credit over 16.)	
<i>Per Semester Hour</i>	\$ 650.00
(Per-credit cost for students taking less than 12 credits or for each credit taken over 16 credits.)	
<i>Professional Studies Rate</i>	\$ 650.00

CAMPUS RESIDENCE RATES (PER SEMESTER)

Champagnat	
Leo	
Marian	
Sheahan	\$ 4,675.00
Upper & Lower New Townhouses	\$ 5,375.00
Mid Rise	\$ 4,875.00
Building A & B	\$ 6,000.00
Talmadge Court	\$ 5,375.00
Foy Townhouses	\$ 5,375.00
West Cedar Townhouses Lower	\$ 5,475.00
West Cedar Townhouses Upper	\$ 5,475.00
Residence Inn	\$ 6,000.00
Fulton Street Townhouses	\$ 6,000.00

DINING SERVICES PLANS (per semester)

Dining services plan levels vary according to the number of meals offered per week. For full details, please see our webpage at www.maristdining.com.

Required for all resident Freshmen and Sophomores in traditional residence halls:

Carte Blanche	Full 7-day access to dining services +25 Thrifty Cash	
	+ 10 Grab-n-Go meals per semester	
	(Opening – Close)	\$ 2,650.00

Available for any student residing in an apartment or townhouse as well as commuter students:

120 Meals + \$500 Thrifty Cash	\$1,895.00
60 Meals + \$300 Thrifty Cash	\$955.00
30 Meals + \$200 Thrifty Cash	\$545.00
Apartment 18 Meals + \$150 Thrifty Cash *	\$365.00

*Sophomore residents of Gartland Commons or Townhouses are required to participate in this plan at a minimum.

All changes in dining services plans must be requested in writing prior to the end of the first week of the semester. Residence hall and cafeteria facilities are officially closed during the following periods of their respective semesters:

Fall 2016 Semester

Oct. 14 – Oct. 16, 2016—Fall Recess Weekend
Nov. 23 – Nov. 27, 2016—Thanksgiving Weekend

Spring 2017 Semester

March 11 – March 19, 2017—Spring Recess

NOTE: Extra room and board charges will be assessed during Christmas, mid-semester break, spring recess, and summer vacation period.

<i>Enrollment Deposit</i>	\$500.00
Payable by all students upon their acceptance. It is refundable if notice of intention not to attend Marist College is received by the Dean of Undergraduate Admission prior to May 1 or date indicated on acceptance letter. After this date all payments are nonrefundable.	
<i>Room Reservation Deposit for all returning students (Nonrefundable)</i> ..	\$200.00
Due on or before April 1 for the following academic year. 100% refund of deposit if withdrawal notification for the following fall semester is received in the Housing Office prior to June 1st. 50% refund of deposit if withdrawal notification for the following fall semester is received in the Housing Office prior to July 1st. 100% refund of deposit if withdrawal notification for the following spring semester is received in the Housing Office prior to December 1st.	
<i>Deregistration Reinstatement Fee</i>	\$50.00
<i>Room Replacement Key Fee</i>	\$50.00
Charged against a student's account if his or her room key is not returned at the end of the academic year or upon withdrawal from the residence hall.	
<i>Orientation Fee (Nonrefundable)</i>	\$100.00
Payable by all incoming full-time freshmen and transfer students for orientation presentations and materials.	
<i>Application Fee (Nonrefundable)</i>	\$50.00
<i>Activities Fee, Full-time student</i>	\$130.00
Payable each semester. Refundable according to Tuition Policy.	
<i>Activities Fee, Part-time student</i>	\$40.00
Payable each semester. Refundable according to Tuition Policy.	
<i>Marist Health Services Fee</i>	\$150.00
<i>Health Insurance Fee (Optional)</i>	\$1,812 per year
All full-time students are required to be covered under blanket policy. (Fee dependent on contract.)	
<i>Deferred Examination and Re-examination Fee</i>	\$10.00
<i>Lost I.D. Fee</i>	\$15.00
Payable when a replacement is requested by a student.	
<i>Returned Check Fee</i>	\$15.00
Charged for any check returned from a banking institution due to insufficient funds or other reasons. This fee will also be assessed for checks cashed on campus and returned by the bank.	
<i>Portfolio Review</i>	\$150.00 per credit hour
<i>Life Work (posting)</i>	\$50.00 per credit hour
<i>Laboratory Deposits</i>	dependent upon lab
Certain science departments require internal key and breakage deposits which are refundable at the end of the semester providing all materials are returned intact.	
<i>Readmission Fee</i>	\$150.00
<i>School College</i>	\$100.00 per credit
<i>High School One</i>	\$125.00 per credit
<i>Bridge Program</i>	\$8,640.00 per semester

REPEATED COURSES

Any student repeating a course due to failure or intent to raise a grade is chargeable for the stated number of credits at the regular per-credit rate. Taking a repeat course may affect your financial aid eligibility. Please contact the Office of Student Financial Services.

MONTHLY PAYMENT PLAN

The College offers a payment plan and financing options to enable students to manage college costs. Information is available online at <http://www.marist.edu/sfs>

PAYMENT OF FEES

Payment due dates are established each semester and will be noted with each billing cycle. Approximately, early August (fall semester) and early January (spring semester).

The College accepts cash, check, or on-line ACH from checking/saving accounts for all students. A service charge of 2% on any unpaid balance will be added to all accounts in October (fall semester) and March (spring semester).

Summer Semester and Winter Intersession

Any questions regarding semester payment of fees should be addressed to the Office of Student Financial Services.

OUTSTANDING FINANCIAL OBLIGATIONS

Students whose tuition or PERKINS accounts are in arrears will not be permitted to register or make schedule adjustments after registration and will not be awarded diplomas or issued transcripts of record.

If a tuition account is considered to be uncollectable by the College, College policy states that the account will be transferred to a third-party collection agency. The student will be responsible for the entire principal and also all collection costs associated with the collection of the debt. The collection cost may be 30%–40% of the outstanding debt when it is transferred to the collection agency.

FINANCIAL ASSISTANCE

Students who are recipients of any type of scholarship or financial assistance must present documentation to the Office of Student Financial Services at the time of registration or as soon as received.

Deductions from semester billings for specified scholarship and grant amounts may be made only upon official notification to the student and College. All awards not officially acknowledged and presented to the Office of Student Financial Services before fee deadlines will be subject to a service charge.

EXCESS FINANCIAL AID

The Office of Student Financial Services will process a credit advance up to a certain allocation every semester before the financial aid posts. Please contact the office for your specific allocation regarding your program of study. In order to receive a credit advance, students must have the valid credit on the account and all of the required documentation must be complete.

Students may begin to request credit advances two weeks prior to the start of the semester. All remaining credit requests may be completed after the financial aid posts for the semester.

Please be advised that the school must follow the “Title IV Recipient Policy for Refunds,” as stated above, if a student’s enrollment changes after the semester has begun and a credit refund has already been given. This could result in a balance owed to the school. Please contact the Office of Student Financial Services immediately if you choose to withdrawal or add/drop a course after the semester has begun.

INSTITUTIONAL POLICY FOR REFUNDS

Since engagements with instructors and other provisions for education and residence are made in advance by the College for the entire year, the withdrawal and refund policies are as follows:

To withdraw from a course, a student must notify the Registrar. A form is provided for this purpose and may be obtained at the Office of the Registrar. Simply notifying the classroom instructor and/or the dean is insufficient. Procedures to be followed are outlined on this form. In computing the refund, the Office of Student Financial Services accepts the date that the completed form has been received in the Office of the Registrar. (Refer to chart below.)

Any student withdrawing from the Residence Halls must officially notify the Housing Office in writing. Date of receipt of this notice by the Housing Office will be used in determining the refund. (See Room Charge below.)

A refund for the board program for the remainder of the semester following the date of the student’s withdrawal will be made at the per-diem college rate. The date used will be the official notification of withdrawal to the Housing Office.

STUDENT WITHDRAWING—PERCENT OR AMOUNT CHARGED

	<i>Tuition Charge</i>	<i>Fees Charge</i>	<i>Room Charge</i>	<i>Board Charge</i>
1st Week***	0%	0%*	\$50.00**	pro-rated per diem
2nd Week***	50%	50%*	50%**	pro-rated per diem
3rd Week***	50%	50%*	50%**	pro-rated per diem
4th Week***	100%	100%	100%**	pro-rated per diem

*Orientation fee is nonrefundable.

**Room reservation fee of \$200 will be forfeited.

*** From the opening date of term

For any withdrawal from the college and/or college housing after the beginning of the fourth week, no refund will be allowed. (Refer to the Academic Calendar for specific dates; i.e., tuition refund, etc.)

TITLE IV RECIPIENT POLICY FOR REFUNDS

This refund policy will apply to students who receive assistance under Title IV funding and/or to the parents who receive Federal Parent Plus loans for their children. Title IV funding includes the following programs: Federal Direct Loan Program, Federal Pell Grant Program, Federal Work-Study Program, Federal SEOG Program, Federal Teach Grant, and the Federal Perkins Loan Program. Students whose Title IV aid consists only of Federal Work-Study earnings are not included in the calculation. This policy begins the first day of classes and is effective for up to 60% of the period of enrollment of the semester in attendance (which constitutes nine weeks of our fifteen-week traditional semester).

If the student withdraws from Marist College during the first 60% of the semester, they may be responsible for a portion of the unearned Title IV funds disbursed or that could have been disbursed.

The **percentage** for which the student is eligible is equal to the percentage of the enrollment period that the student has completed. The **percentage** is calculated by dividing the portion of the period completed by the length of the payment period. If the period of enrollment is greater than 60% the student has earned 100% of the aid.

The amount earned is the percentage multiplied by the amount of Title IV aid awarded. The amount unearned is the difference between the amount awarded less the amount earned.

Refunds back to Title IV programs will be assessed by the official date of withdrawal. The official date of withdrawal will be considered the date recorded by the Center for Advising and Academic Services.

If you have any questions regarding this policy, please contact the Office of Student Financial Services.

FINANCIAL AID

COLLEGE COSTS

Financing a college education is a lifetime investment. Recognizing the cost of an education, students should consider the total cost not just the costs of the initial year. There are a variety of financial aid resources that may assist with college costs. In addition to family resources, financial aid may include scholarships, grants, loans, and student employment.

If students are in need of financial assistance at Marist College, they should file the Free Application for Federal Student Aid (FAFSA). Please note that the Free Application for Federal Student Aid (FAFSA) cannot be filed before January 1.

Marist College is concerned that all qualified students have access to a Marist education. Each year, to supplement federal and state financial aid, Marist awards more than \$50 million of institutional funds to assist students with financing their education. In addition to need-based grants, Marist awards scholarships to high-achieving incoming freshmen and transfer students. Overall, almost 87% of the student body receives some form of financial assistance.

PURPOSE OF FINANCIAL AID

The purpose of student financial aid is to provide assistance to those students who demonstrate financial need. The College maintains that all costs associated with a college education are ultimately the responsibility of the student and the family.

Financial need is determined by a formula established by the U.S. Congress, as calculated from data submitted on the Free Application for Federal Student Aid (FAFSA). This formula determines the Expected Family Contribution (EFC), an amount the student and family are expected to contribute toward the education.

The difference between the cost of attendance (tuition, fees, room and board, books, travel, and personal expenses) and the expected family contribution represents the student's financial need. This is the student's maximum need-based financial aid eligibility. Utilizing all available resources, Marist College attempts to meet the financial need of its students. Once a student's FAFSA is processed, an award notification outlining the financial aid eligibility will be forwarded to the student. Awards may include any combination of grant/scholarship, loan, and employment opportunities. These awards are offered without reference to race, ethnicity, sex, age, religion, marital status, or physical disability.

Student financial aid is awarded from two sources: (1) outside agencies such as the federal government, individual states, various public and private agencies, organizations, or companies and (2) the college. The following pages contain detailed descriptions of financial aid. Note: Information subject to change. Refer to www.marist.edu/sfs for updated information regarding institutional, state and federal student aid programs.

FINANCIAL NEED

The financial need of a student is the difference between total college costs and the assessed ability of the family to contribute to these costs. The following is an explanation of College Budgets, Family Contribution, and packaging.

- 1. College Budgets:** Budgets should reflect the total cost of education as well as the billable costs. The estimated college cost includes the following for the school year:
 - tuition and fees for a 24-32 credit year
 - charges for room and board
 - books
 - transportation
 - personal expenses
- 2. Family Contribution:** This figure is determined through a standard needs analysis of the information provided on the FAFSA. The needs analysis takes a number of factors into consideration: income, asset equity, size of family, number of siblings attending college on at least a half-time basis, age of older parent, and whether both parents are working.
- 3. Meeting Need:** In "packaging" a student with a variety of funding, the college will estimate grants from the following entitlement programs not directly administered by the college: Federal Pell Grants, the NYS Tuition Assistance Program (TAP), and other state programs. The ability of the college to meet remaining need is based on the number of students demonstrating a need and the funding levels for these programs. To assist as many students as possible, the college may set a maximum award for a particular program at a level below that which is legislated. Due to the limited financial-aid dollars available, Marist College awards financial aid to students who are enrolled on at least a half-time basis (6 credit hours). Priority is given to full-time students.
- 4. Deadlines:** It is important to meet the college's deadline for application for financial aid. While financial aid is awarded on the basis of need, it is also awarded on a first-come, first-served basis. This has implications for following years since priority is given to previously awarded students. The preferred deadline for completion of the FAFSA for incoming students is February 15 while the preferred deadline for returning students is April 15. Returning students please note: If this deadline is not met you may jeopardize your prospective financial-aid award.

Early Decision Applicants seeking federal financial aid are required to complete the FAFSA. The FAFSA can be found at www.fafsa.gov and is available January 1 of the applicable aid year in which you are enrolling. The preferred deadline for completion of the FAFSA is February 15, 2016, and the school code is 002765. **If you are applying Early Decision or Early Action to Marist College, the CSS PROFILE should also be submitted to receive an estimated financial aid package. The CSS PROFILE can be found at <http://student.collegeboard.org/profile>, and the PROFILE code is 2400.**
- 5. Reconsiderations:** In the event that a student's financial situation changes despite any financial aid already awarded and the student is unable to meet the cost of attending Marist College, the student must submit a written

request to the Office of Student Financial Services to be considered for additional funding. The request, accompanied by supporting documentation, along with the Change of Circumstance Form, which can be found on the Student Financial Services website, should detail the cause and extent of the student's additional financial need. If required, the verification process must be complete in order for the reconsideration to be reviewed. Reconsiderations will be met depending upon availability of funds.

FINANCIAL AID PHILOSOPHY AND POLICIES

1. Marist College, utilizing all available resources, attempts to meet the financial need of its students. A student's financial need is determined by subtracting the parent's and student's contribution from the total estimated cost of attending Marist College. The total financial aid awarded cannot exceed the college budget.
2. The amount of a student's financial aid is contingent upon the student enrolling on a full-time basis (unless otherwise indicated) for each semester awarded. A student may be dropped from the financial-aid program for failure to maintain good standing or satisfactory academic progress.
3. A FAFSA must be submitted annually as financial aid is not automatically renewable.
4. The financial-aid award shall be voided if and when incorrect information is revealed on either the student's application or Student Aid Report. Intentionally filed false statements or materials may subject the filer to a fine or imprisonment, or both, under the provisions of the U.S. Criminal Code. A conviction for any drug offense during a period of enrollment for which the student was receiving Title IV funding (federal aid) will result in the loss of aid eligibility. Please contact our office for information on regaining aid eligibility.
5. If a student is not permitted to return to Marist College, either because of grades, disciplinary reasons, or an outstanding balance with the Office of Student Financial Services at the beginning of an academic term, the student's financial-aid award will become void.
6. Any change in the student's enrollment, financial, residential status, outside scholarship funds or non-college resources must be reported immediately to the Office of Student Financial Services as they may affect the financial aid package. Institutional aid is not renewable when a student takes a leave of absence.
7. Availability of funds (state and federal funding) is tentative at the time awards are made and Marist College cannot guarantee substitute awards if any anticipated outside sources of assistance do not materialize.

The entire Student Financial Services Philosophy, Policy, and Important Acknowledgements/Terms & Conditions can be found at: <http://www.marist.edu/financialaid/pdfs/importantacknowledgementsandtermsandconditionsfinaid.pdf>

APPLICATION VERIFICATION PROCEDURES

All incoming and returning students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for federal, state and institutional need-based aid. Unless you are awarded a merit scholarship only, incoming freshmen, new transfers, and all students selected for verification must submit a Marist College Application for Financial Aid. While completing the FAFSA, it is highly recommended that you and your parent or spouse utilize the IRS Data Retrieval process provided that the tax return(s) have been processed by the IRS. The IRS Data Retrieval Process will populate the applicable FAFSA data elements from the actual tax return. If the IRS Retrieval Process is not utilized, the IRS transcript will be required. This form is available at www.irs.gov. You may also be required to submit additional verification documentation upon request. If a tax extension has been filed, please submit a copy of that form to Student Financial Services as an extension will not fulfill verification requirements. Students selected for verification during the academic year must submit requested documentation in order to determine eligibility for financial aid. Federal and need-based aid will not be credited to the student's account until the verification process has been completed. Requested information must be received no later than 30 days prior to the end of the enrollment for the academic year.

INDEPENDENT STUDENT STATUS

The fact that a student is not receiving financial assistance from his or her parents does not necessarily mean that the student will be considered an independent student for the financial-aid programs.

For the financial-aid programs administered by Marist College, a student must be 24 years of age by January 1 of the academic year in which he or she is applying. Once the student has filed as a dependent student at Marist College, he or she will be unable to change dependency status except in unusual cases. Supporting documents such as parents' death certificates, letters from government agencies, lawyers, and/or social workers may be required. The responsibility is on the student to prove his or her independent status.

STATE AID PROGRAMS

ELIGIBILITY REQUIREMENTS FOR NEW YORK STATE SCHOLARSHIPS AND AWARDS

Specific eligibility requirements are explained in detail on the Higher Education Services Corporation website at <http://www.hesc.ny.gov> (see Student TAP Coach). It is the student's responsibility to be familiar with and to meet the eligibility requirements each term. Generally, to be eligible for a New York State Award, a student must meet the following criteria; however, some scholarships have additional requirements. The general requirements include:

- be a matriculated full-time (at least 12 credits applicable to the program) student. This provision limits the number of general electives a student may take and still be eligible for the scholarship;
- be a legal resident of New York State;
- be a United States citizen or eligible noncitizen;
- not be in default on any State or federal student loan or on any repayment of state awards
- meet income eligibility limitations
- have graduated from a high school in the United States, physical proof of high school completion is required to be on file at Marist College, earned a GED or passed a federally approved "Ability to Benefit" test.

First-time state aid recipients entering as freshman students, or continuing students in the 2006-07 academic year and thereafter with a non-U.S. high school transcript, are required to pass an Ability to Benefit exam. Students must meet the Ability to Benefit requirement before the first day of classes for the term for which they are seeking aid. Please Note: Marist College does not administer Ability to Benefit exams.

In addition, the student must meet the State-mandated academic requirements for determining program pursuit and satisfactory academic progress. To be pursuing one's program satisfactorily, a student who is in his/her first year of receiving an award must receive a passing or failing grade in at least one-half of the minimum full-time course load; a student who is in his/her second year of receiving an award must receive a passing or failing grade in at least three-fourths of a minimum full-time course load; in his/her third and fourth years, a student must receive a passing or failing grade in all of the courses constituting the minimum course load. Any course which was passed previously cannot be repeated and counted toward the minimum full-time (12 credits) necessary for TAP eligibility. The only exception occurs when a grade is passing but is unacceptable in a particular curriculum.

Making satisfactory progress requires that a student achieve a satisfactory cumulative index and accumulate credits at a steady rate. The minimum progress expected is given in chart form (below) and has been approved by the New York State Higher Education Services Corporation (HESC). It is important for students to understand that these criteria only determine student eligibility for a New York State scholarship; they are not the general criteria for academic achievement at Marist College. A student conceivably may meet these standards for a New York State scholarship and yet not meet the academic standards of Marist College for continuation as a student.

1. An applicant must file a Free Application for Federal Student Aid (FAFSA). The Department of Education will forward this information to HESC. Students will be given the option of linking to the HESC website to complete the HESC application online. HESC will send an award certificate to the student indicating the amount of the award per term.
2. TAP awards at Marist currently range from \$500 to \$5,000 annually.
3. New York State Scholarships are awarded for eight semesters of full-time undergraduate studies. Students enrolled in the HEOP Program have an

additional two semesters of eligibility. HEOP students must indicate they are in an approved five-year program on the FAFSA and TAP applications.

4. Upon receiving the official notification of the student's award from HESC, the Certifying Officer will verify the student's full-time, matriculated status and the tuition charges for the term in question.
5. If the student meets all of the eligibility criteria, the amount of the award will be credited to the student's account after the Certification Status Date and upon receipt of a Remittance Advice from HESC. The Certification Status Date is the date upon which the student incurs full-tuition liability for full-time study.
6. When students are enrolled in a program of study approved to operate on a simulated semester calendar, students must register for and incur tuition liability for full-time study at the outset of the term. If the student meets all of the eligibility requirements, the award will be credited to the student's account when the student begins study for the last module of the simulated semester and upon receipt of a Remittance Advice from HESC.
7. If the New York State award results in a credit balance for the student, the College will refund any credit balance within 30 days unless the student requests the College to leave the balance on the account as a credit toward a future term's charge. (Some restrictions may apply.)

STANDARD OF SATISFACTORY ACADEMIC PROGRESS FOR DETERMINING ELIGIBILITY FOR STATE STUDENT AID

	6	12	18	24	30	36	42	48	54	60
Before being certified for this payment	1st	2nd	3rd	4th	5th	6th	7th	8th	9th**	10th**
A student must have accrued at least this many credits	0	6	15	30	45	60	75	90	105	120
With at least this grade-point average	0	1.5	1.8	2.0	2.0	2.0	2.0	2.0	2.0	2.0

** Only students in approved 5-year programs (e.g.: Higher Education Opportunity Program).

NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

The Tuition Assistance Program was created by New York State as a tuition-related student-aid program. It is designed to assist New York State residents with greater freedom of choice in deciding upon the New York State postsecondary educational institutions that they would like to attend.

New York State designed the Tuition Assistance Program (TAP) so that awards to students attending private colleges are larger than awards for public schools. In this way, the gap between the private and public schools is lessened. Cost becomes less of a factor. TAP awards are not based on gross income. Instead, TAP awards are based on the parent's and student's New York State Net Taxable Income (after exemptions and deductions).

PART TIME TAP

Part-time students at approved schools in New York State who were first-time, full-time freshmen in the 2006-07 academic year or thereafter, may be eligible for Part-Time TAP to help them pay for college beginning in 2007-08. Part-Time TAP is a grant and does not have to be paid back. Part-Time TAP is not the same as Aid for Part-Time Study.

To be eligible for Part-Time TAP, a student must be a first-time freshman in the 2006-07 academic year or thereafter, have earned 12 credits or more in each of the two consecutive semesters (one-time requirement), for a minimum total of 24 credits earned, and maintain a minimum of a "C" average. In addition, the student must be a United States citizen or eligible noncitizen, be a legal resident of New York State, have graduated from high school in the United States, or earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department. The student must also be matriculated in an approved program of study and be in good academic standing, be charged at least \$200 tuition per year, take at least 6 but fewer than 12 credits (applicable to the program) per semester, not be in default on a student

loan guaranteed by HESC and not be in any repayment of state awards. The student must also meet income eligibility limitations.

AID FOR PART-TIME STUDY (APTS)

This program is designed to provide tuition assistance to eligible undergraduates enrolled on a part-time basis (three to eleven credits per semester) in a program of study leading to a degree at Marist College. To be eligible for an APTS award a student must:

- Be a United States citizen or eligible noncitizen.
- Be a legal resident of New York State.
- Have graduated from a high school in the United States, earned a GED, or passed a federally approved "Ability to Benefit" test as defined by the Commissioner of the State Education Department.
- Be enrolled as a part-time student.
- Be matriculated in an approved program of study in a participating New York State postsecondary institution.
- Be in good academic standing: Have achieved at least a cumulative "C" average after having received the equivalent of two full years of payment of state-sponsored student financial aid.
- Be charged at least \$100 tuition per year.
- Not have exhausted Tuition Assistance Program (TAP) eligibility.
- Not be in default on a federal or State student loan or on any repayment of state awards.
- Meet income eligibility limitations.

Students may receive tuition waivers up to the cost of tuition, but not in excess of \$1,000 each semester. Students are required to file an APTS application each academic year and submit it to the Office of Student Financial Services along with a NY State Income Tax Return. Applications and additional information are available at our website: <http://www.marist.edu/financialaid/pdfs/apts03.pdf>.

NEW YORK STATE CHILD OF DECEASED OR DISABLED VETERAN AWARD

A child of a person who died in the military service of the United States during World War I, World War II, the Korean Conflict, the Vietnam Conflict or the Persian Gulf Conflict as a result of regular active duty, and who was a resident of New York State at the time of induction or time of death, is eligible for a Regents award. Similarly, a child of a person who was honorably discharged with a current disability of at least 40% resulting from service during World War I, World War II, the Korean Conflict, the Vietnam Conflict, or the Persian Gulf Conflict, or who had such disability at time of death and who was a resident of New York State at the time of induction, is eligible for a Regents award.

1. A student must request a special application from the New York State Higher Education Services Corporation. After eligibility has been approved, the procedures for applying for payment of a Child of a Veteran award, the number of semesters of eligibility a student has, and the procedures at the College for crediting the student's account are the same as for TAP (above).
2. There are no financial criteria in order to qualify for this award; however, the recipient of this award should be aware that he or she may qualify for a TAP award along with the Regents Child of a Veteran award.

NEW YORK STATE CHILD OF POLICE OFFICER–FIREFIGHTER AWARD

A child of a police officer, firefighter, or volunteer firefighter of New York State or any of its municipalities who died as a result of injuries sustained in the line of duty is eligible for this award.

1. A student must request a special application from the New York State Higher Education Services Corporation. After eligibility has been approved, the procedures for applying for payment of a Child of a Police Officer-Firefighter award, the number of semesters of eligibility a student has, and the procedures at the College for crediting the student's account are the same as for TAP (above).
2. There are no financial criteria in order to qualify for this award; however, the recipient of this award should be aware that he or she may qualify for a TAP award along with the Police Officer-Firefighter award.

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

See page 20.

VIETNAM VETERANS TUITION AWARDS (VVTA) & PERSIAN GULF VETERANS TUITION AWARDS (PGVTA)

These programs are available to New York State residents enrolled in full-time or part-time (three to eleven credits per semester) undergraduate and graduate programs at Marist. Eligibility for VVTA includes U.S. Armed Forces service in Indochina between January 1, 1963 and May 7, 1975 and discharge under other than dishonorable conditions. PGVTA requirements are receipt of the Southwest Asia Medal, issued from August 2, 1990 to November 30, 1995 and confirmation of service in the Persian Gulf. Both veterans' tuition awards range from \$500 to \$1,000 per semester with an aggregate limit of \$10,000. Veterans who have not established eligibility must complete the VVTA or PGVTA Tuition Award Supplement. Veterans who have established eligibility do not have to submit another supplement, except to receive payment for graduate study they must submit a FAFSA and TAP Application indicating graduate study. Eligibility for these awards must have been established by September 1, 1998. Additional information may be obtained by calling (518) 474-8615.

VETERANS TUITION AWARDS (VTA)

Veterans Tuition Awards (VTA) are awards for full-time study and part-time study for eligible veterans matriculated in an approved program at an undergraduate or graduate degree-granting institution. All academic eligibility requirements for NYS Scholarships apply.

The combined tuition benefits available to a student cannot exceed the student's total tuition costs. Tuition payments received by a student under the Post 9/11 GI Bill (Chapter 33) and Yellow Ribbon program are considered duplicative of any VTA and/or TAP award. A student whose benefit is payable under the Post 9/11 GI Bill at 100% will have his/her VTA denied. A student whose benefit payable under the Post 9/11 GI Bill at less than 100% may have his/her VTA reduced. Tuition payments received by a student under Chapter 31 Vocational Rehabilitation are also considered to be duplicative of any VTA and/or TAP award. A student whose benefit is payable under Chapter 31 will have his/her VTA and/or TAP award denied.

NEW YORK STATE AID TO NATIVE AMERICANS

Student or parent must be an enrolled member of a Native American tribe located on a reservation in New York State and be enrolled in an approved postsecondary institution in New York State.

1. Award ranges up to \$2,000 per year for up to 4 years for full-time study.
2. A student must request a special application form by writing to: Native American Education Unit, New York State Education Department, Room 461 EBA, Albany, New York 12234 or by calling (518) 474-0537.
3. The completed application is returned with (a) an official high school transcript or photostat of General Equivalency Diploma; (b) a personal letter setting forth an educational plan.
4. If under 18 years of age, signatures of parents are required.
5. Official tribe certification form is required.

NEW YORK STATE WORLD TRADE CENTER MEMORIAL SCHOLARSHIPS

The World Trade Center Memorial Scholarship is available to families and financial dependents of innocent victims who died or were severely and permanently disabled as a result of September 11, 2001.

Who is Eligible?

1. Children, spouses, and financial dependents of deceased or severely and permanently disabled victims of the September 11, 2001 terrorist attacks on the United States or the subsequent rescue and recovery operations. This includes victims at the World Trade Center site, the Pentagon, or on flights 11, 77, 93, or 175.
2. Survivors of the terrorist attacks who are severely and permanently disabled as a result of injuries sustained in the attacks or rescue and recovery operations.

Additionally students must:

- Study at an approved postsecondary institution in New York State
- Be enrolled as a full-time student taking at least 12 credits applicable to the program of study. This provision limits the number of general electives a student may take and still be eligible for the scholarship
- Be matriculated in an approved program of study

- Be in good academic standing and be making satisfactory progress as defined above
- Not be in default on a State or federal student loan or on any repayment of state awards
- Have graduated from high school in the United States, earned a GED, or passed a federally approved “Ability to Benefit” test as defined by the Commissioner of the State Education Department. First-time state aid recipients entering as freshman students, or continuing students in the 2006-07 academic year and thereafter with a non-U.S. high school transcript, are required to pass an Ability to Benefit exam. Students must meet the Ability to Benefit requirement before the first day of classes for the term for which they are seeking aid. Please Note: Marist College does not administer Ability to Benefit exams.

How to Apply:

Please refer to http://www.hesc.ny.gov/content.nsf/SFC/NYS_World_Trade_Center_Memorial_Scholarship for an application and instructions. Print a copy of the New York State World Trade Center Memorial Scholarship Application and submit it with the necessary documentation to: HESC Scholarship Unit, 99 Washington Avenue, Albany, NY 12255.

Scholarship Award

- The award covers up to four years of full-time undergraduate study or up to five years in an approved five-year bachelor’s program.
- Tuition: An amount equal to your actual tuition or the State University of New York’s (SUNY) in-state tuition, whichever is less.
- Non-tuition Costs: These include room, board and allowances for books, supplies and transportation up to the average cost at SUNY colleges. The Commissioner of Education sets the non-tuition cost allowances each year.
- Residence: A student living on campus will receive a higher room and board allowance than a commuter student. If housing is not available for students on campus they will receive the same allowance as students living on campus.

Payment of the scholarship is made to the school upon certification of eligibility and submission of appropriate financial aid applications.

Receipt of other grants and scholarships may reduce the World Trade Center Memorial Scholarship award; the total of all aid received cannot be greater than the student’s cost of attendance.

Recipients of World Trade Center Memorial Scholarships must meet the basic eligibility requirements as described in the section on New York State Tuition Assistance Program (TAP), page 266. Specific eligibility requirements are provided above. Eligibility requirements are also available on HESC’s website at <http://www.hesc.ny.gov> (see Student TAP Coach).

VOCATIONAL REHABILITATION

State agencies of vocational rehabilitation assist those having a physical, emotional, or mental disability, except blindness. This assistance is designed to develop and/or improve and/or restore the handicapped person’s ability to work.

Among the training services provided to handicapped persons is training at colleges. Financial assistance may be provided for the person in pursuit of a college education.

FEDERAL AID, GRANTS, & LOAN PROGRAMS

FEDERAL PELL GRANT

The Federal Pell Grant Program provides need-based grants to low income undergraduate students to promote access to postsecondary education. Grant amounts are dependent on: the students expected family contribution (EFC); the cost of attendance (as determined by the institution); the student’s enrollment status (full-time or part-time); and whether the student attends a full academic year or less. Students may not receive the Federal Pell Grant from more than one school at a time.

1. To apply for a Federal Pell Grant, a student needs to complete the Free Application for Federal Student Aid (FAFSA). A Student Aid Report (SAR) notification will be sent to the applicant. Provided the student listed Marist as one of the colleges to receive information, the College will notify the student of the amount of Pell Grant to be received.

2. Award notification will be mailed to new students in early April, and email notifications will be sent to returning students by mid-June, provided a valid FAFSA is on file.
3. Payment of the award will be made directly to the student’s account. It will be made in two equal payments for fall and spring, unless otherwise noted. If a recipient is enrolled for the summer, he or she may receive a portion of the award, providing the student has not received his or her full academic year grant allowance during the previous fall and/or spring.
4. A student who is in default on a Federal Perkins Loan or Direct Student Loan or owes a refund on a Federal Pell Grant is not eligible for federal and/or state aid.

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)

Federal SEOG is a federal grant program administered by Marist College to assist undergraduate students who qualify for the Pell Grant and demonstrate a high need.

1. The grant is reviewed and awarded annually.
2. The amount of the award will range from \$500 to \$2,500 per academic year.
3. The award can only be given to undergraduate students pursuing their first baccalaureate degree.
4. A Federal SEOG is awarded on the basis of financial need, other financial aid resources available to the student, total grant funds available to the College, and satisfactory academic performance of the student (both cumulative grade-point average and credit accumulation standards as established by Marist College. Refer to Satisfactory Academic Progress Requirements for more details).
5. Payment of the award is made in two equal parts, in the fall and the spring, unless otherwise noted.
6. A student who is in default on a Federal Perkins Loan or Direct Student Loan or owes a refund on a Federal Pell Grant is not eligible for federal and/or state aid.

FEDERAL TEACHER EDUCATION ASSISTANCE FOR COLLEGE AND HIGHER EDUCATION GRANT (TEACH)

The Federal TEACH Grant provides up to \$4,000.00 per year for students who have completed the FASFA and meet the eligibility requirements for federal student aid. Students must have a 3.25 GPA or higher or score in the 75th percentile on at least one admissions test. Students must be completing the coursework required to become a teacher. Students must also intend to teach in a full-time, high-need subject area for at least four years at schools that serve students from low-income families and complete those four years within eight years of completing the program.

FEDERAL PERKINS (NDSL) LOAN

The Perkins Loan is a federal loan program administered by Marist College to assist high need students in meeting their educational expenses.

1. The Federal Perkins Loan is awarded annually.
2. A student may borrow a maximum of \$5,500 for each year of college with a maximum cumulative amount of \$27,500 for undergraduate students.
3. A Federal Perkins Loan is awarded on the basis of financial need, other financial resources available to the student, total funds available to the college, and satisfactory academic performance of the student (both cumulative grade-point average and credit accumulation standards as established by Marist College. Refer to Satisfactory Academic Progress Requirements for more details).
4. Borrower’s rights:
 - (a) Repayment on the principal or interest is not required while the student is in attendance at an approved postsecondary educational institution on at least a half-time basis.
 - (b) A student may be allowed up to 10 years to repay the loan. Low-income individuals may be eligible for an additional 10-year repayment period with the approval of the Department of Education.
 - (c) A loan may be cancelled in the following situations and at the designated rates. (Please Note, the borrower must notify the college of a situation wherein the borrower becomes eligible for deferment of payment or cancellation of the loan obligation:

Explanation of Cancellations:

You are eligible to apply for partial cancellation of loan principal and accrued interest on your Federal Perkins, National Direct, or National Defense student loan if you meet one of the eligibility criteria described below, and regardless of the provisions listed in your promissory note. However, if the service or employment for which you are claiming partial loan cancellation is not included in your promissory note, then the service or employment must start October 7, 1998 or after. In this case, teachers employed in a year-around program may qualify if the school year began on or after 7/1/98.

Teacher Cancellation Benefits:

Borrowers performing teaching services might be eligible for a cancellation credit that can be applied toward payments of loan principal and accrued interest. A teacher is defined as one who is a professional employee of a school system working on a full-time basis and is devoted to providing classroom instruction or related services in support of the educational program.

Handicapped Students – Teachers working in classes where the majority of the students are handicapped and in an institution providing elementary or secondary education as determined by state law.

Low Income – Teachers or staff members serving in public or nonprofit private elementary or secondary schools having high concentrations of students from low-income families. However, the school in which teaching service is performed must be included in the listing of schools having High Concentrations of Students from Low-Income Families, which is published in the Federal Register. (The High Concentrations of Students from Low-Income Families is a document compiled each year by the federal government from lists submitted by the individual states of schools designated by those states to have a high concentration of students from low-income families. Each state, however, is given a quota of schools to be listed and not all schools having high concentrations of students from low-income families will be listed. Only those schools listed will be considered for special cancellation benefits.)

Up to 100% of the student loan funds disbursed can be canceled for teaching service performed as detailed above in the following increments:

- 15% for each of the first two years of teaching service.
- 20% for both the third and fourth years of such service.
- 30% for the fifth year of service.

Preschool – Full-time staff member in a preschool program carried under section 222(a)(1) of the Economic Opportunity Act of 1964, as amended, that is operated for a period comparable to a full school year. Up to 100% of the outstanding loan principal balance. The applicant must be a full-time educational staff member, and must not earn more than a comparable employee working in the Local educational agency. Eligible for cancellation for 15% of the eligible funds for each year of service, up to 100% of the outstanding loan principal balance.

Military Cancellation Benefits:

Funds are eligible for cancellation at the rate of 12 1/2% per year for each full year of military service performed in an area of hostility (combat zone) after the funds are advanced. Maximum must not exceed 50% of the eligible funds.

* Cancellation Provisions for loans made on or After July 23, 1992 Cancellation provisions include the following services:

1. Full-time special education teacher in a public or other nonprofit elementary or secondary school system, or full-time qualified professional provider of early intervention services in a public or other nonprofit program under public supervision.
2. A teacher of any field of expertise considered by the state education agency to have a shortage of qualified teachers (e.g., mathematics, science, bilingual education, foreign languages).
3. A full-time nurse or medical technician.
4. An employee of a public/private nonprofit child or family service agency who is providing or supervising the provision of services to “high risk” children and their families from low-income communities.

* Cancellation Provision for Loans Made After November 28, 1990:

You can receive partial cancellation if you are a full-time law enforcement or corrections officer. Up to 100% of the Student Loan Funds disbursed can be canceled under this provision.

* Cancellation Provision For Loans Made On Or After July 1, 1987:

You can receive partial cancellation for service in the Peace Corps or VISTA (4-year limit). The first two years – 15% each; third and fourth years – 20% each.

5. Borrower’s responsibilities:

(a) The borrower is to notify the College if any of the following situations occur before the loan is repaid:

- A name change.
 - Change of address.
 - Must respond promptly to all communication from SFS
 - Transfer to or re-entry into other approved postsecondary institutions.
- (b) The first payment of principal and interest becomes due 12 months after leaving the school or after reducing enrollment status to less than half-time (six credit hours per term) and interest begins to accrue after nine months.
- (c) A 5% simple interest is charged starting after the grace period.
- (d) The borrower is to notify the school of enrollment at another postsecondary school.
- (e) The borrower is to notify the Office of Student Financial Services prior to permanently leaving the school to schedule an exit interview.
- (f) The borrower is to notify the school if financial difficulties prohibit the scheduled quarterly payments.
- (g) The borrower is to repay the loan in accordance with the quarterly repayment schedule. For students with a quarterly repayment cycle, the first payment of principal and interest becomes due 12 months after leaving the school or after reducing enrollment status to less than 6 credit hours per term. Interest begins to accrue after nine months.

Students with a monthly repayment cycle, will have their first payment of principal and interest become due 9 months after leaving the school or after reducing the enrollment status to less-than 6 credit hours per term. To repay your loan please visit www.heartlandecsi.net

6. An award letter will be mailed to new students by May 1 and email notification will be sent to returning students by June 15.
7. The award is automatically accepted. Students must notify the Office of Student Financial Services in writing to reduce or decline the award.
8. Payment of the award is made in two equal parts in the fall and in the spring, unless otherwise noted.
9. A student who is in default on a previous Federal Perkins Loan or Federal Direct Student Loan or owes a refund on a Federal Pell Grant or Federal SEOG cannot receive a Federal Perkins Loan.

FEDERAL WORK-STUDY PROGRAM (FWSP)

Marist College administers this federally sponsored employment program during the academic year. The FWSP provides job opportunities to enrolled students who demonstrate financial need in meeting their college expenses. FWSP positions are primarily available on campus, but are also offered in the surrounding community with limited availability.

1. FWS students are paid at least the federal minimum wage.
2. Students on FWS cannot work more than an average of 20 hours per week during the regular academic term.
3. FWS jobs are awarded on the basis of Work-Study resources available. To remain eligible, students must continue to meet federal and institutional academic progress standards (refer to Satisfactory Academic Progress Requirements).
4. Payroll schedules are published at the beginning of each academic term, including summer. Prior to working on campus, students must have the following forms on file with the Payroll Office: W-4 Federal Tax Withholding Form, IT-2104 State Tax Withholding Form, and Direct Deposit Agreement, if applicable. Students must have an I-9 Employment Eligibility Verification Form on file with Student Financial Services. In addition, the student must present original identification documentation as

- outlined on the last page of the Federal Form I-9 to the Office of Student Financial Services.
- Once the student is hired, the supervisor will submit the ePaf (Electronic Personnel Action Form) which creates the student's work assignment.
 - Students are responsible for submitting their electronic time-sheets in a punctual manner to their supervisors. Student time-sheets will be available to the student through *my.marist.edu*. Students are paid on a bi-weekly payroll schedule.
 - A Work-Study award is an allocation only, and not a guarantee of employment.
 - Students in default on a Federal Perkins Loan or Federal Direct Student Loan, or owing a refund on a Federal Pell Grant or Federal SEOG cannot receive a FWS award.

MARIST COLLEGE CAMPUS EMPLOYMENT PROGRAM (CE)

Marist College provides part-time employment to students during the summer months and to a limited extent during the regular academic year.

- Students will be paid at least the federal minimum wage.
- A student on CE cannot work more than an average of 20 hours per week during the regular academic term. A maximum of 40 hours per week can be worked under CE during vacation periods.
- Payroll schedules are published at the beginning of each academic term, including summer. Prior to working on campus, students must have the following forms on file with the Payroll Office: W-4 Federal Tax Withholding Form, IT-2104 State Tax Withholding Form, and Direct Deposit Agreement, if applicable. Students must have an I-9 Employment Eligibility Verification Form on file with Student Financial Services. In addition, the student must present original identification documentation as outlined on the last page of the Federal Form I-9 to the Office of Student Financial Services.
- Once the student is hired, the supervisor will submit the ePaf (Electronic Personnel Action Form) which creates the student's work assignment.

THE WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

FEDERAL DIRECT LOAN PROGRAM

Subsidized:

The Federal Direct Loan program which assists students who are enrolled at least half-time (six credit hours per term) in borrowing directly from the U.S. Department of Education. The loans are insured by the federal government. The benefits of the Subsidized Loan are: the borrower is not liable to make repayment on the loan while enrolled in college on at least a half-time basis; the loan is interest-free during the same period of time.

- A FAFSA must be filed so that the college can determine the student's eligibility. The school will certify the student's enrollment, the college costs, the financial aid available to the student, and the allowable loan amount. Students must also complete a Federal Direct Loan Master Promissory Note. Upon approval of the loan, proceeds are normally electronically transferred to the institution.
- Freshmen can borrow up to \$3,500, sophomores up to \$4,500, and juniors and seniors up to \$5,500 per academic year in accordance with the student's total family income and demonstrated financial need. (A FAFSA must be filed in order that the college can determine the student's eligibility.)
- A student may borrow up to an aggregate maximum of \$23,000, if he/she is enrolled in a program of undergraduate education.
- The amount the student may borrow is also limited by the student's enrollment status, college costs, financial aid available to meet these costs, and the satisfactory academic performance of the student. The student must be matriculated and must maintain the cumulative grade-point average and credit accumulation standards established by Marist College. (Refer to Satisfactory Academic Progress Requirements for more details.)
- The College works with the lending agencies and loan servicers in verifying and maintaining current information on all its student-borrowers.
- A student may be required to pay a loan origination fee.
- A Master Promissory Note must be signed by the student prior to the disbursement of the loan.

- After loan proceeds are credited to the student's account, any credit balance will be refunded within 14 days. If the student chooses to leave the credit balance on the account, the student must notify the College in writing.
- For loans issued to undergraduate students on or after July 1, 2015, the interest rate is fixed until June 30, 2016. Information on interest rates and fees can be found at www.studentaid.ed.gov. Repayment begins six months after graduation, or after the student ceases to be enrolled at least half-time. Interest on this loan is paid by the Federal Government while the student is enrolled at least half time in a degree program. New Federal provisions eliminate the interest subsidy provided during the six-month grace period for Direct Subsidized Loans for which the first disbursement is made on or after July 1, 2012, and before July 1, 2014. Students receiving a subsidized loan during this timeframe will be responsible for the interest that accrues on the loan during the grace period. If a student does not pay the interest accrued, the interest will be added (capitalized) to the principal amount of their loan when the grace period ends.
- A student must not be in default, or owe an overpayment on an FSA grant or loan.
- If verification is required, a student will be required to submit documentation.

Unsubsidized:

The unsubsidized Federal Direct Loan is for those students who do not qualify for the subsidized Federal Direct Student Loan program. All students are eligible for an additional \$2,000 above the base Direct Loan eligibility. The terms and conditions of the unsubsidized loan are identical to those for the subsidized loan with the following exceptions:

For the Direct Unsubsidized Loans, the student is responsible for interest payments while in school. (You have the option to defer payments of interest and principal until after you graduate.) For loans issued to undergraduate students on or after July 1, 2015, the interest rate is fixed-until June 30, 2016. Information on interest rates and fees can be found at www.studentaid.ed.gov. The interest rate for this loan is set at a fixed rate of 4.66% for 2014-2015. Repayment begins six months after graduation, or after you cease to be enrolled at least half-time. Students are awarded a Direct Unsubsidized Loan if their FAFSA information determines they have no financial need.

Additional Unsubsidized Federal Direct Loan

This is a student loan program to assist independent undergraduate students or dependent students whose parents do not qualify for a Parent Plus Loan. Eligible freshmen and sophomores may borrow up to \$4,000, juniors and seniors up to \$5,000.

Aggregate Loan Limits

Dependent Undergraduate Students – \$31,000 (no more than \$23,000 of which may be subsidized)

Independent Undergrad Students or Dependent Students whose parent is ineligible for PLUS – \$57,500 (no more than \$23,000 of which may be subsidized)

PARENT LOANS FOR UNDERGRADUATE STUDENTS (PLUS)

Parents of undergraduate students may borrow up to the cost of education minus any other financial aid the student will receive for each child in college. There is no aggregate limit. This is a credit-based loan. Repayment begins on the date of the second disbursement of the loan proceeds. The interest rate is fixed for loans which the first disbursement is made on or after July 1, 2015 through June 30, 2016. Information on interest rates and fees can be found at www.studentaid.ed.gov.

PRIVATE LOAN PROGRAM

Marist College offers Citizens Bank, Discover Student Loans, Sallie Mae, and Wells Fargo for our private loan options. Marist chooses to participate in a preferred lender arrangement with each lender so we may better assist our students and families in a more personal fashion. Marist chooses these lenders based on their commitment to the industry, payment and origination or other fees on behalf of the borrower, highly competitive interest rates and terms and conditions, high quality servicing customer service and additional competitive borrower benefits for the student. The choice of a lender is not in any way limited to Marist's suggested list. If students and their parents choose another lender, they will not be penalized in any way for selecting the lender of their choice.

Private loans are available to assist students in paying for Marist College. The maximum amount you may borrow on a private loan each academic year per student is the cost of attendance minus other financial aid received. For most private loans the lender requires the student to be at least 18 years of age. A credit check is required and income verification may also be required for certain lenders.

REQUIREMENTS TO MAINTAIN FEDERAL ELIGIBILITY

Requirements for meeting financial aid eligibility: HEA Section 484(c), 34 CFR 668.16(e), 34 CFR 668.32(f), and 34 CFR 668.34 require colleges to define and enforce standards of Satisfactory Academic Progress. Students receiving federal financial aid must conform to these requirements in order to be eligible for this financial assistance. These Satisfactory Academic Progress requirements must provide a maximum time frame for completion of the degree, a graduated credit accumulation over this time, as well as a quality mechanism. Essentially, these minimum standards require students to demonstrate that they are actively pursuing their degree. Students may review the Satisfactory Academic Progress Policy in its entirety at <http://www.marist.edu/financialaid/pdfs/satacadprog.pdf>

VETERANS EDUCATIONAL BENEFITS

Marist College is approved for study under Title 38 US Code:

Montgomery GI Bill—Active Duty (MGIB)—Chapter 30

The MGIB program provides up to 36 months of education benefits. This benefit may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances. *Generally, benefits are payable for 10 years following your release from active duty.* Veterans may be eligible for assistance under this program if they first entered active duty after June 30, 1985. Veterans who entered active duty before January 1, 1977 may also be eligible for Chapter 30 benefits after December 31, 1989.

Eligibility for benefits is determined solely by the Veterans' Administration (VA). For further information and applications, contact the VA Certifying Officer in the Office of the Registrar or your local Veterans' Administration office.

Vocational Rehabilitation—Chapter 31

The Vocational Rehabilitation program is designed to provide all services necessary to enable a veteran with a service-connected disability to select, train for, and secure employment. Each veteran under Chapter 31 is assisted by both a VA counseling psychologist and a Vocational Rehabilitation Specialist. Vocational Rehabilitation may be provided for up to 48 months. The veteran has 12 years from discharge from active duty to use these benefits. However, the VA may approve an extension of time in certain cases. The VA will pay the cost of tuition, fees, books, and supplies. The veteran also receives a monthly subsistence allowance. *The veteran must submit a VA Form 28-1905 to the VA Certifying Official in the Registrar's Office prior to the start of each term.*

Veterans Educational Assistance Program (VEAP)—Chapter 32

VEAP is a voluntary contributory matching program available to persons who entered active military service at any time during the period January 1, 1977 through January 30, 1985. The veteran must have completed his/her first period of service and have been discharged under other than dishonorable conditions. The amount of entitlement is contingent upon the amount the veteran contributed. Maximum length of entitlement is limited to 36 months. The veteran has 10 years from the date of discharge to use his/her entitlement.

Post 9/11 GI Bill—Chapter 33

The Post-9/11 GI Bill provides financial support for education and housing to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for the Post-9/11 GI Bill.

This benefit includes tuition and fees paid to the college on the student's behalf, a monthly housing allowance paid to the student and a book stipend paid to the student. In some instances, benefits under this chapter may be transferred to eligible dependents.

Marist College is a participant in the Yellow Ribbon program. The Post-9/11 GI Bill can cover all in-state tuition and fees at public degree-granting schools, but may not cover all private degree-granting schools and out-of-state tuition. The Yellow Ribbon Program provides additional support in those situations to

those students who are entitled to receive 100% of the benefits payable under Chapter 33. Enrollment into this program is not automatic. Marist has a limited number of spaces available in this program. Eligible students are admitted on a first-come, first-served basis.

For more information please visit <http://www.gibill.va.gov/>

Survivors' and Dependents' Educational Assistance Program (DEA)—Chapter 35

DEA provides education and training opportunities to eligible dependents of veterans who are permanently and totally disabled due to a service-related condition, or who died while on active duty or as a result of a service-related condition. The program offers up to 45 months of education benefits. These benefits may be used for degree and certificate programs. Remedial, deficiency, and refresher courses may be approved under certain circumstances.

Children of a veteran must be between the ages of 18 and 26 (contact the VA for exceptions). For the spouse of a veteran, benefits end 10 years from the date the VA finds you eligible or from the date of death of the veteran.

Montgomery GI Bill—Selected Reserve (MGIB-SR)—Chapter 1606

This program is available to members of the Selected Reserve who have a six-year obligation to serve in the Selected Reserve signed after June 30, 1985. The Selected Reserve includes the Army Reserve, Navy Reserve, Air Force Reserve, Marine Corps Reserve, Coast Guard Reserve, Army National Guard, and Air National Guard. For some types of training, it is necessary to have a six-year commitment that begins after September 30, 1990. Applicants must have completed their initial active duty for training (IADT), met the requirement to receive a high school diploma or equivalency certificate before completing IADT, and remain in good standing while serving in an active Selected Reserve unit.

Applicants may be entitled to receive up to 36 months of education benefits. Benefit entitlement ends 14 years from the date of eligibility for the program, or on the day you leave the Selected Reserve.

Reserve Educational Assistance Program (REAP)—Chapter 1607

REAP was established as a part of the Ronald W. Reagan National Defense Authorization Act for Fiscal Year 2005. It is a Department of Defense education benefit program designed to provide educational assistance to members of the Reserve components called or ordered to active duty in response to a war or national emergency (contingency operation) as declared by the President or Congress. This new program makes certain reservists who were activated for at least 90 days after September 11, 2001 either eligible for education benefits or eligible for increased benefits.

UNITED STATES BUREAU OF INDIAN AFFAIRS AID TO NATIVE AMERICANS

Student must be at least one-fourth American Indian, Eskimo, or Aleut and be an enrolled member of a tribe, band, or group recognized by the U.S. Bureau of Indian Affairs. The student must also be pursuing at least a four-year degree at an approved state college or university.

1. Application forms are obtained through the Bureau of Indian Affairs, U.S. Department of the Interior, Federal Building, Floor 525, 100 South Clinton Street, Syracuse, New York 13702.
2. Since students must show financial need to be eligible, an official needs analysis must also be submitted.
3. First-time applicants must also submit certification of tribal enrollment.
4. The completed application form, needs analysis documents and, when required, tribal certification are returned to the Bureau.

MARIST COLLEGE PROGRAMS

PRESIDENTIAL AND MARIST COLLEGE SCHOLARSHIPS

The Marist College Award Committee presents a limited number of four-year renewable scholarships to applicants admitted directly from their senior year in high school who have demonstrated academic excellence. Only one scholarship is offered per student.

The scholarships are renewable each semester provided the recipient maintains the necessary cumulative GPA. New students at Marist are given their initial term as a grace period to achieve the necessary academic index.

1. The average awards range from \$4,000 to \$15,000.
2. The renewable award is given for four years of full-time undergraduate studies at Marist College; the award will be automatically renewed each year provided that the recipient has maintained the necessary academic index and full-time enrollment status. If a merit award is lost, the student must request to have the scholarship reinstated once the required cumulative GPA is achieved. The necessary GPA is 2.850.
3. These awards are given on the basis of scholarship and high school achievement, and the funds available for the scholarship program.
4. Payment of the award is made in two equal payments, in the fall and in the spring, unless otherwise noted. The amount will be directly applied to the student's account upon verifying the student's full-time enrollment for the term and the fact that the student has maintained the necessary GPA requirement.

HUDSON VALLEY SCHOLARSHIPS

The Marist College Award Committee presents a limited number of four-year renewable scholarships to applicants admitted directly from their senior year in high school who have demonstrated academic excellence and who live locally. The recipient will be awarded this scholarship in lieu of the Presidential or the Marist College Scholarship.

The scholarships are renewable each semester provided the recipient maintains the necessary cumulative GPA. New students at Marist are given their initial term as a grace period to achieve the necessary 2.850 cumulative GPA.

1. The award is given for four years of full-time undergraduate studies at Marist College. The award will automatically be renewed each year provided that the student has maintained the necessary academic index and full-time enrollment (see Marist College Presidential Scholarships section). The award is lost only for the term(s) during which the above two conditions do not exist, unless the student withdraws or is dismissed from Marist College. In the latter cases, the award is voided even if the student returns to Marist at a later date.
2. Hudson Valley Scholarships are based on academic merit and students must reside and attend high school in Dutchess, Orange, or Ulster Counties.
3. Payment of the award is made in two equal payments in the fall and spring, unless otherwise noted. The amount will be directly applied to the student's account upon verifying the student's full-time enrollment for the term in question and the fact that the student has maintained the necessary academic index.

MID-HUDSON RIVER VALLEY COMMUTER GRANT

Starting in Fall 2015, the Mid-Hudson River Valley Commuter Grant will be awarded to undergraduate freshmen who commute to campus. The \$5,000 grant will be in addition to a merit scholarship, should one be awarded, and allocated evenly in the fall and spring semesters (\$2,500 each).

To be eligible, students must be undergraduate freshmen commuting from their permanent residence in the Mid-Hudson River Valley or its surrounding areas, a U.S. citizen or permanent resident, and enrolled full-time.

The Mid-Hudson River Valley Commuter Grant is renewable for up to eight academic-year semesters (fall and spring) for students who continue to commute from their permanent residence and maintain satisfactory academic progress toward their degree.

Students who change their housing status after the May 1 deposit deadline or move off campus will not be eligible for this grant. Students receiving additional aid from the college (athletic scholarship, employee tuition benefits, etc.) will be evaluated on a case-by-case basis..

MARIST COLLEGE TRANSFER SCHOLARSHIP

Each year Marist College awards merit-based scholarships to academically talented transfer students. The Marist College Transfer Scholarships are granted upon the recommendation of the Admissions Review Committee to transfer students who have excelled at the college(s) from which they are transferring. The scholarships are renewable each semester provided the recipient maintains the necessary cumulative GPA. New students at Marist are given their initial term as a grace period to achieve the necessary cumulative 2.850 GPA.

MARIST COLLEGE GRANT

Students who possess a good academic record and demonstrate financial need may qualify for a Marist Grant.

1. The nonrenewable Marist Grant-In-Aid is awarded only to full-time students for the current academic year. This grant is not guaranteed each year and is based upon financial need, which could change each year.
2. The nonrenewable grant is awarded to students on the basis of good academic performance, financial need, other financial aid resources available to students, and the funds available for the grant program.
3. Payment of the award is made in two equal payments in the fall and spring, unless otherwise noted. The amount will be directly applied to the student's account upon verifying the student's full-time enrollment for the term in question and the fact that the student has maintained the necessary academic index.
4. Marist undergraduate institutional aid is awarded for up to four years of full-time enrollment. Students requesting additional aid beyond this timeframe are required to provide a reconsideration letter with supporting documentation and will be evaluated on a case by case basis.

OTHER SCHOLARSHIPS

NCAA ATHLETIC SCHOLARSHIPS

Marist College sponsors NCAA Scholarships for Marist men and women. Awarding of these scholarships is in accordance with regulations of the NCAA. For complete details contact the Director of Athletics.

DOLLARS FOR SCHOLARS

Marist College participates in the Dollars for Scholars Program which is conducted by the Citizens Scholarship Foundation of America (CSFA) and will match up to \$500 per recipient the scholarship awards raised by community volunteers through the Dollars for Scholars chapters. Marist has committed a maximum of \$10,000 to matching scholarships.

ADULT LEARNER SCHOLARSHIP

The Adult Learner Scholarships are awarded annually to students enrolled in a minimum of 6 credits through the Marist College Office of Undergraduate Admission. Students must have a GPA of 2.5 to be eligible for the scholarship. Scholarships are awarded upon the recommendation of the Office of Undergraduate Admission and are based on financial need and academic performance.

SCHOLARSHIP FOR ACADEMIC EXCELLENCE

The Marist Scholarship for Academic Excellence is awarded to transfer students who plan to enroll full-time in Marist's School of Professional Programs and have completed 60 credits, or who have a two-year degree and a GPA of 3.0 or higher. The scholarships are awarded upon the recommendation of the Office of Undergraduate Admission.

ENDOWED SCHOLARSHIPS

Through the generosity of trustees, alumni, parents, employees, and friends of the College, a number of endowed scholarships have been established at Marist. Each scholarship has specific criterion. The scholarship awards range from \$500 to \$5,000. Distribution of the award is made in two equal payments in the fall and spring semesters, unless otherwise noted. The award will be directly applied to the student's account upon verification of the student's full-time enrollment.

Please note that scholarships for Incoming Freshmen are listed under the "Incoming Freshmen" scholarships category. All other endowed scholarships are listed below according to applicable categories and unless otherwise specified, are for returning full-time regular undergraduate Marist students. Once awarded, many endowed scholarships are renewable for subsequent years if the recipients continue to meet the established scholarship criteria.

Incoming freshmen students will need their Campus Wide ID (CWID) to access the application form. The CWID is provided by the Office of Admission in the student's acceptance packet. Shortly after, the IT department will provide access to the student's myMarist account.

APPLICATION PROCESS:

Please see website for application process: <http://www.marist.edu/financialaid/endorow.html>

SCHOLARSHIP OPPORTUNITY IN SUPPORT OF VOLUNTEERISM

JONAH AND JOAN SHERMAN SCHOLARSHIP FOR VOLUNTEER OUTREACH

Named for a long-time Marist College Trustee and his wife, The Jonah and Joan Sherman Scholarship for Volunteer Outreach was established by Bruce Sherman and Amy Sherman to honor their parents. The scholarship's mission is to promote effective volunteerism by recognizing and financially aiding young people who follow in the footsteps of Jonah and Joan Sherman, who through their volunteer work locally and around the world helped countless people lead more functional, productive, and hopeful lives. The scholarship is open to rising sophomores, juniors, and seniors who are participating in or leading volunteer activities. Activities may or may not be campus-based or sponsored by a Marist organization, and can be conducted locally, nationally, or internationally. Candidates should be in good academic standing. Financial need is not a criterion, and one-year renewal is possible but students must reapply.

GENERAL

ALFA LAVAL/WENCEL NEUMANN SCHOLARSHIP IN HONOR OF DELAVAL EMPLOYEES

The Alfa Laval/Wencel Neumann Scholarship in Honor of DeLaval Employees was established to honor former employees of this international corporation, which had a manufacturing facility in Poughkeepsie for many years. It is named for a long-time president of DeLaval and was generously established by Alfa Laval, Inc. The scholarship is available to children and grandchildren of former DeLaval employees or retirees. First consideration is given to transfer students from Dutchess Community College. Financial need is a criterion.

BARNES & NOBLE COLLEGE BOOKSTORES SCHOLARSHIP

The Barnes & Noble College Bookstores Scholarship has been established by the corporation to support academic excellence at Marist College. Awards will be made annually to outstanding students with financial need. The scholarship is renewable provided the student remains in good academic standing.

BROTHER JOSEPH L. R. BELANGER, FMS, SCHOLARSHIP

The Brother Joseph L. R. Belanger, FMS, Scholarship was established by David L. Donoghue, Class of 1964, to honor his former professor for his many years of dedicated and inspiring service as a master teacher, academic leader, and Marist Brother. This scholarship will be awarded annually to a full-time undergraduate student who is beyond the freshman year and because of unforeseen financial circumstances needs additional aid to complete his or her degree at Marist. Recipients must have documented financial need. The award may be renewed at the discretion of the Office of Student Financial Services.

CATHERINE REGAN HANIFIN MEMORIAL SCHOLARSHIP

Established by John Hanifin, an IBM executive and member of Marist's Board of Trustees, in memory of his grandmother. Awards are made to students who have demonstrated academic excellence and have significant financial need. The scholarship is not limited to upperclassmen and is renewable.

CHARLES E. CONKLIN AND MABEL E. CONKLIN SCHOLARSHIP

The Charles E. Conklin and Mabel E. Conklin Scholarship fund has been established at Marist College by two prominent members of the local community. The Charles E. Conklin and Mabel E. Conklin Scholarship will be awarded to graduates of Dutchess Community College who transfer to Marist to complete their undergraduate degrees. Preference will be given to recipients of The Charles E. and Mabel E. Conklin Scholarship for Academic Excellence at Dutchess Community College.

DR. ARMAND HAMMER SCHOLARSHIP

The Dr. Armand Hammer Scholarship is awarded annually to students who demonstrate academic excellence and the potential to become outstanding Marist graduates.

GREGORY J. SALAMONE '01 MEMORIAL SCHOLARSHIP

The Gregory J. Salamone '01 Memorial Scholarship has been established at Marist College by Michael and Rosemary Salamone in memory of their son. The Gregory J. Salamone '01 Memorial Scholarship provides financial assistance to full-time students in their junior year who are members of Marist's Men's Cross Country or Track teams. Applicants must also be academically strong. Preference is given to student-athletes who excel as long distance runners. Scholarship awards may be renewable if the recipient's continue to meet the awarding criteria and remain in good academic standing.

H. CLIFTON & JOYCE WILSON MEMORIAL SCHOLARSHIP

This scholarship was established in memory of a former chairman and long-time member of the Marist College Board of Trustees. It is awarded annually to a student who has demonstrated a commitment to community involvement as exemplified by the scholarship's namesake. Financial need and good academic standing are among the criteria.

JACK NEWMAN SCHOLARSHIP

Established by a long-time Trustee and former Chairman of the Board of Marist College, the Jack Newman Scholarship is awarded to academically talented upper-class students who are confronted with unexpected financial problems that may jeopardize the completion of their education. Determination of eligibility and awarding of the scholarship are made by the Director of Student Financial Services.

JOHN J. DOUGHERTY MEMORIAL SCHOLARSHIP

Named in memory of John "Jack" Dougherty, long-time Director of Development at Marist College, this award was established from the estate of Jack's loving wife, Margaret. Awards will be made to students with financial need.

MARY LOU GANTERT SCHOLARSHIP

The Mary Lou Gantert Scholarship, named for a former science student at Marist, is awarded to Marist students who possess superior academic potential.

PATRICK J. DONAGHY SCHOLARSHIP

Established by Patrick J. Donaghy, corporate leader and benefactor of the College, these scholarships are awarded to young men or women of high character with leadership potential who would otherwise be unable to afford a Marist education. Recipients must be academically accomplished and have demonstrated financial need.

PETER AND VIRGINIA FOY SCHOLARSHIP

The first endowed scholarship to be established at Marist College, The Peter and Virginia Foy Scholarship was founded by Peter Foy and his wife, Eileen, and supported by his brother, Marist President Emeritus Richard Foy, to honor the memory of their parents by financially helping students to achieve a Marist degree. The determining factor in awarding this scholarship is significant financial need.

ROGER V. COLEMAN '82 SCHOLARSHIP

The Roger V. Coleman '82 Scholarship has been established at Marist College by the Roger V. Coleman Family Foundation at the direction of Roger and Margaret Coleman. Roger is a graduate of Marist's class of 1982. The Roger V. Coleman '82 Scholarship provides financial assistance to traditional age undergraduates at Marist who are entering their junior or senior year and have experienced unexpected financial hardship jeopardizing their ability to complete their degrees on schedule. The recipients must be in good academic standing and be exemplary members of the Marist community.

STEPHEN AND JUSTINE BECKER MEMORIAL SCHOLARSHIP

The Stephen and Justine Becker Memorial Scholarship was established in memory of a former chairman and longtime member of the Marist College Board of Trustees and his wife. It is awarded annually to a student in good academic standing who has demonstrated a commitment to community involvement as exemplified by the scholarship's namesakes. Financial need is a criterion.

TRAVIS FAMILY MEMORIAL SCHOLARSHIP

Established in memory of Mary E., Robert T., and Elizabeth T. Travis, the scholarship is awarded on the basis of academic achievement, community involvement, and leadership potential.

WINIFRED & WILLIAM O'REILLY SCHOLARSHIP

The Winifred & William O'Reilly Scholarship has been established at Marist College by their son, Bill O'Reilly '71. This scholarship will be awarded annually to upper-class students with financial need. A commitment to community involvement is a consideration.

GEOGRAPHIC REGION**NEW YORK STATE**

*Hudson Valley, NY (Dutchess, Orange, and Ulster)
Mid-Hudson Region (Dutchess, Orange, Ulster, Putnam,
Columbia, and Greene)*

CAMPILII FAMILY SCHOLARSHIP FUND

The Campilii Family Scholarship was established in memory of Nicolo and Venzie Campilii by their, son, Anthony, and his wife, Virginia, and their family to support local students in completing their college education at Marist. A 1962 Marist graduate and the College's first business officer, Anthony V. Campilii retired as Vice President of Business Affairs & Chief Financial Officer in 2005 after 40 years of service. Preference is given to students from Wappingers Falls, NY. If this criterion cannot be met, the award is given to a Hudson Valley resident. Candidates should exhibit a strong commitment to volunteer community service, have excellent grades, and have demonstrated financial need.

CHARLES J. LAWSON, JR. FAMILY SCHOLARSHIP

The Charles J. Lawson, Jr. Family Scholarship is awarded annually to Marist students who are children or dependents of full-time employees of Ametek Rotron (formerly EG&G Rotron) Inc., Woodstock, New York or to students who are graduates of Ulster Community College. Application forms for Ametek Rotron candidates are available through the Office of Human Resources at Ametek Rotron.

DAVID ALEXANDER MEMORIAL SCHOLARSHIP

The David Alexander Memorial Scholarship, established in 1993, is awarded to upper-class students who need financial assistance to complete their studies at Marist. The scholarship is renewable provided that students remain in good academic standing. Preference is given to students from the Mid-Hudson Region.

DR. EDWIN A. ULRICH MEMORIAL SCHOLARSHIP

Named for a prominent area businessman who was a patron of the arts, the Dr. Edwin A. Ulrich Scholarship is awarded to students from the Hudson Valley who major in business or fine arts at Marist. Recipients will be notified in October

DR. STEVEN & MRS. ESTELLE DOBO SCHOLARSHIP

Established in honor of Dr. Steven Dobo and his loving wife, Estelle. The Dr. Steven and Mrs. Estelle Dobo Scholarship award will be made to students who qualify for financial aid. Preference will be given to students who have graduated from a Hudson Valley area high school.

FRANCIS U. & MARY F. RITZ SCHOLARSHIP

Established by long-time friends of the College and community leaders, Francis U. and Mary F. Ritz, this scholarship will be awarded to young men and women from the Hudson Valley who have leadership potential at the highest level of their intended professions, as demonstrated by their academic accomplishments and campus activities that serve others.

FRANCIS X. & ELIZABETH H. TUCKER MEMORIAL SCHOLARSHIP

The Francis X. & Elizabeth H. Tucker Memorial Scholarship was established with a generous gift from the estate of Dr. Elizabeth Tucker. The Tuckers were long-time friends of Marist, who resided in Kingston, New York and strongly believed in the importance of education and the College's mission. A prominent attorney, Mr. Tucker served on the Marist Board of Trustees. Dr. Tucker taught at Columbia University. This scholarship is awarded to full-time traditional undergraduate students residing in the Hudson River Valley. Academic merit and financial need are also award criteria.

HAROLD D. SPENCER SCHOLARSHIP

The Harold D. Spencer Scholarship is awarded annually to young men and women from Poughkeepsie, New York or Racine, Wisconsin who attend Marist College.

HELEN SCHATZ AND GEORGE BENNETT, JR. SCHOLARSHIP

The Helen Schatz and George Bennett, Jr. Scholarship is awarded upon recommendation of the Vice President of Admission and Enrollment to students from the Fairview area of Poughkeepsie, New York or from Dutchess County, New York.

HERB AND SUE REDL SCHOLARSHIP

The Herb and Sue Redl Scholarship is awarded to upper-class students who reside in the Mid-Hudson Region and need financial assistance to complete their education at Marist. Recipients will be academically accomplished.

JOHN AND NANCY O'SHEA SCHOLARSHIP

The John and Nancy O'Shea Scholarship has been established at Marist College by two prominent community leaders. John P. O'Shea, a long-time member of the Marist Board of Trustees, and his wife Nancy have created this scholarship endowment to assist traditional-age commuter students. Scholarships will be awarded annually to students from the Hudson Valley who choose to live at home and commute to classes to help ease the financial burden of pursuing their undergraduate degree at Marist. Financial need is a criterion. Awards will be renewed provided the recipient continues to meet awarding criteria.

JOHN J. GARTLAND, JR. MEMORIAL SCHOLARSHIP

The John J. Gartland, Jr. Memorial Scholarship was established at Marist with a generous gift from the James J. McCann Charitable Trust in memory of John J. Gartland, Jr., a former member and longtime Chair of the Marist College Board of Trustees. This scholarship is awarded to students from Dutchess County who are academically strong and have demonstrated a commitment to community service as epitomized by its namesake. Financial need is a consideration, and preference is given to graduates of Our Lady of Lourdes High School in Poughkeepsie, New York.

JOHN M. AND PATRICE M. CIANCI SCHOLARSHIP

The John M. and Patrice M. Cianci Scholarship has been established at Marist College by the Cianci family and members of the IBM community. It will provide financial assistance to traditional-age Hudson Valley students who transfer to Marist to pursue an undergraduate degree in Communications. This scholarship will be renewed for one additional year provided the recipient still qualifies academically.

JUNE JOHNS MEMORIAL SCHOLARSHIP

In memory of June Johns, the estate of Rhys H. Johns has established this scholarship fund to assist students who have financial need. Preference will be given to students who have graduated from a Mid-Hudson Region high school with first consideration to candidates from Dutchess County.

KATHERINE CONNOR MEMORIAL SCHOLARSHIP

The Katherine Connor Memorial Scholarship is given to local students with financial need. It is awarded on the basis of academic achievement and community involvement.

LOUIS GREENSPAN MEMORIAL SCHOLARSHIP

Named for a successful businessman and long-time friend of Marist College, the Louis Greenspan Memorial Scholarship was established to support dedicated and hard-working students from Ulster and Dutchess counties. Financial need is a criterion. All academic majors are encouraged to apply. The scholarship is renewable provided that students remain in good academic standing.

ROY C. KETCHAM MEMORIAL SCHOLARSHIP

The Roy C. Ketcham Memorial Scholarship was established in memory of a long-time trustee and former chairman of the board of the College. Preference is given to students residing in Southern Dutchess County, New York, and is awarded on the basis of academic achievement and community involvement.

STEPHEN & LINDA SALAND SCHOLARSHIP

Stephen M. Saland was a champion of education, children, and families in both the New York State Assembly, Senate, and throughout Dutchess County for over 30 years. In honor of Steve and Linda's dedication to their community, the Stephen & Linda Saland Scholarship was created at Marist College for traditional age undergrad students who are residents of Dutchess County. Financial need is a criterion. Awards will be renewed provided the recipient continues to meet awarding criteria.

WILLIAM AND MARGARET MAIR MEMORIAL SCHOLARSHIP

The William and Margaret Mair Memorial Scholarship is awarded on the basis of academic achievement, community involvement, and leadership potential. Financial need is a criterion and preference is given to students in the Mid-Hudson Region.

Long Island

JAMES J. LAVERY '73 MEMORIAL SCHOLARSHIP

The James J. Lavery '73 Memorial Scholarship was established at Marist to honor the memory of James J. Lavery, a graduate of the Class of 1973. Jim was dedicated to his alma mater. He served on the Marist Alumni Association Executive Board and participated in many alumni activities and events. The Lavery Scholarship will be awarded annually to an upper-class business major from Long Island, New York who has financial need. Preference will be given to a young man or woman who is academically strong and participating in an intercollegiate athletic program at Marist. The scholarship is renewable provided the student maintains at least a 2.8 GPA and continues to have financial need.

JOSEPH P. MCCUTCHEON MEMORIAL SCHOLARSHIP

Established by his family, the Joseph P. McCutcheon Memorial Scholarship is awarded to graduates of either St. Mary's High School, Manhasset; Holy Trinity High School, Hicksville; or Sacred Heart Girls High School, Hempstead. Should there be no eligible candidates from these high schools, the scholarship will be available to students from Long Island. Preference will be given to communication majors who have financial need.

THOMAS CROTTY MEMORIAL SCHOLARSHIP

In memory of Thomas G. Crotty, a graduate of the class of 1981 and former varsity basketball player, this scholarship is awarded to a varsity athlete, preferably a walk-on, entering his or her junior year. Applicants must show a strong work ethic and exhibit involvement in community service. Preference is given to a student athlete from the Long Island Catholic League.

Southern Tier Region

MCENROE FAMILY MEMORIAL SCHOLARSHIP

A former chairman of Marist's Board of Trustees and prominent community leader, Jack McEnroe and his wife, Marianne, created this scholarship to honor the memory of his brother, William R. McEnroe. When Dr. McEnroe passed away in 2003, his family requested the scholarship be renamed the McEnroe Family Scholarship. It is awarded on the basis of financial need and academic achievement. Preference is given to candidates who reside permanently in the Southern Tier region of New York State but may be awarded to any deserving student.

INCOMING FRESHMEN

ALUMNI LEGACY SCHOLARSHIP

The Alumni Legacy Scholarship is awarded to a son or daughter of a Marist graduate who has shown outstanding academic and leadership qualities throughout his or her high school career and possesses the potential to succeed at Marist College. The annual award is offered to an incoming freshman or transfer student at the start of his/her fall semester and is renewable based on consideration by the Scholarship Committee. The application deadline for this particular scholarship varies each year (within the month of June). A committee comprised of several members of the Alumni Association Executive Board, one admissions counselor, and the Executive Director of Alumni Relations will review the applications in

July and select the recipient. For additional information and the application form, please contact the Alumni Office at (845) 575-3283.

ANN AND ABE EFFRON SCHOLARSHIP FUND

The Ann and Abe Effron Scholarship Fund provides scholarship assistance to students who have graduated from public schools in Dutchess County and are attending Marist College. Financial need is a criterion.

BROTHER PAUL STOKES, FMS, MEMORIAL SCHOLARSHIP

The Brother Paul Stokes, FMS, Memorial Scholarship, established in memory of a former Dean of Students at Marist College, is awarded to an incoming freshman from a Marist Brothers high school where Marist Brothers have historically been associated. Academic achievement, financial need, and community service are the criteria. This scholarship is renewable provided the recipient is in good academic standing.

BROTHER RICHARD RANCOURT, FMS, SCHOLARSHIP

Established to honor Brother Richard Rancourt, FMS, lecturer in philosophy and mathematics at Marist College. The awards are given to students who have financial need and are working at least part-time to fund their college education. Preference will be given to students who show academic achievement and are involved in community service. This scholarship is renewable provided the criteria are met, but new awards are made to an entering freshman.

BROTHER TARCISIUS VALLIERES, FMS, SCHOLARSHIP

The Brother Tarcisius Vallieres, FMS, Scholarship was established in memory of a Marist Brother long associated with the College. The scholarship is awarded annually by the Vice President of Admissions and Enrollment in consultation with the Marist Brothers College community to graduates of high schools where Marist Brothers teach or to young people from apostolates where Marist Brothers actively work.

BROTHER THOMAS E. DELANEY, FMS, SCHOLARSHIP

Established in honor of Brother Thomas Delaney, FMS, for his dedication to teaching at Marist College, this scholarship is awarded to academically outstanding students. Students who work at least part-time to fund their college education will be given preference. Academic achievement, financial need, and community service are the criteria. This scholarship is renewable provided the criteria are met, but new awards are made to an entering freshman.

CAITLIN A. BOYLE MEMORIAL SCHOLARSHIP

The Caitlin A. Boyle Memorial Scholarship was established in memory of Caitlin Boyle, class of 2006, by her family and friends. Any new awards will be given to an incoming freshman student majoring in Psychology Special Education. Preference will be given to a student from Nassau or Suffolk counties in Long Island, New York. Financial need may be considered but is not required. The scholarship award will be renewed if the recipient continues to meet awarding criteria.

CHARLES E. & MABEL E. CONKLIN CHAPEL ENDOWMENT SCHOLARSHIP FOR A LEADER OF SONG

Each year a scholarship is awarded to an incoming student singer who has prior experience in a Catholic Church Choir, appropriate grades and the talent and willingness to commit to improving the musical efforts of the Chapel Choir. Once the application is reviewed, you will be contacted by the Campus Minister for Liturgy for audition/interview. This scholarship is renewable for one additional year only after review by the Campus Minister for Liturgical Services. Students are also encouraged to contact Father LaMorte directly at @richard.lamorte@marist.edu

CHARLES E. & MABEL E. CONKLIN CHAPEL ENDOWMENT SCHOLARSHIP FOR PIANO

Each year a scholarship is awarded to an incoming student pianist who has prior experience in a Catholic Church Liturgy, appropriate grades and the talent and willingness to commit to improving the musical efforts of the Catholic Chapel Community. Once the application is reviewed, you will be contacted by the Campus Minister for Liturgy:Fr Ricahard LaMorte for audition/interview. This scholarship is renewable for one additional year only after review by the Campus Minister for Liturgical Services. Students are also encouraged to contact Father LaMorte directly at @richard.lamorte@marist.edu.

CHRISTOPHER J. MOSCATO MEMORIAL SCHOLARSHIP

The Christopher J. Moscato Memorial Scholarship has been established at Marist College in memory of Christopher, a 2007 Marist graduate, by his family and many friends. The Christopher J. Moscato Memorial Scholarship has been created to provide financial assistance to incoming freshmen. This need-based scholarship will be awarded annually to New York residents who are majoring in a School of Management program. Scholarship awards will be renewed provided the recipients continue to meet the awarding criteria.

DONALD P. LOVE MEMORIAL SCHOLARSHIP

The Donald P. Love Memorial Scholarship is named for a long-time trustee and former chairman of the Marist College Board of Trustees. It was established to help students who have attended one of the five high schools in Poughkeepsie –Arlington, Poughkeepsie, Our Lady of Lourdes, Spackenkill and Oakwood – to achieve a Marist undergraduate degree. The scholarship is renewable provided the recipient remains in good academic standing. Should there be no qualified applicants from these schools in a given year, applications will be accepted from graduates from other public and private schools in Dutchess County. Awards will be based on a student's financial need and academic achievement.

DONOGHUE-SHEA FAMILY MEMORIAL SCHOLARSHIP

The Donoghue-Shea Family Memorial Scholarship has been established at Marist College by David L. Donoghue '64 to honor the memory of his father and mother, Raymond and Mary Carroll Donoghue, and the memory of his uncle and aunt, Thomas and Dorothea Donoghue Shea, by helping students with disabilities to achieve their bachelor's degrees. The Donoghue-Shea Family Memorial Scholarship provides financial assistance to an incoming freshman with physical or learning impairment, as confirmed by Marist's Office of Special Services, and who has demonstrated financial need. Scholarship awards are renewable if the recipient continues to meet the awarding criteria and remains in good academic standing.

EVA BLOCK MEMORIAL SCHOLARSHIP

Named in memory of a member of the Class of 2012, The Eva Block Memorial Scholarship has been established at Marist College to provide financial assistance to incoming freshmen majoring in Fashion. Preference is given to talented and creative students who, like Eva, have a passion for fashion design and plan to pursue a career in the fashion industry. This need-based scholarship will be renewed for up to three years provided the recipient continues to meet awarding criteria.

FRANCIS J. WELSH MEMORIAL SCHOLARSHIP

The Francis J. Welsh Memorial Scholarship is awarded to an incoming freshman who is a graduate of St. Mary's High School in Manhasset, New York or of a Marist Brother's High School. The scholarship is awarded on the basis of academic achievement and community service. It is renewable providing the recipient remains in good academic standing.

G. PATRICK GALLAGHER '57 MARIST COLLEGE SCHOLARSHIP

The G. Patrick Gallagher '57 Marist College Scholarship is sponsored collaboratively by G. Patrick Gallagher '57 and the Marist College Office of Admission. It is awarded to an Incoming freshman, with first preference given to a graduate of Roselle Catholic High School Roselle, New Jersey, should there be no eligible candidate from Roselle Catholic High School in the year that the scholarship is available it will be awarded to an incoming Marist College freshman who is a graduate of a U.S. high school founded by the Marist Brothers or where the Marist Brothers have an active teaching or administrative presence. Academic achievement, financial need, and community service are the criteria, this scholarship is renewable for three years provided the recipient is in good academic standing.

JOSEPH V. ROMANO MEMORIAL

The Joseph V. Romano Memorial Scholarship was established with a bequest from Mrs. Giovanna Romano in memory of her husband. Two awards will be made annually to full-time students who have resided within the City of Poughkeepsie for at least three years prior to their enrollment at Marist. Documented financial need is also a criteria and the scholarship will be renewed as long as the recipient remains a full-time student in good academic standing.

KEVIN JOHNSON MEMORIAL SCHOLARSHIP

Named in memory of a member of the Marist Class of 2012, the Kevin Johnson Memorial Scholarship will be awarded to a full-time undergraduate student majoring in communication. Kevin effectively used many forms of electronic communication as a vehicle to promote dialogue, peace and acceptance amongst a diverse range of peoples, and it is in this spirit that the scholarship was established. Applicants should have a demonstrated history of community involvement and are required to submit a brief statement explaining their desire and qualifications for this award.

MARIO MANFREDI III MEMORIAL SCHOLARSHIP

Named for a former Marist student who graduated from Westlake High School in Thornwood, New York, the Mario Manfredi III Memorial Scholarship recipient is selected by the Vice President of Admissions and Enrollment upon recommendation of the appropriate Westlake High School personnel. The scholarship is awarded to an incoming freshman from Westlake High School on the basis of proper motivation, hard work, and the promise of success in college.

MAURI FAMILY COMPUTER SCIENCE SCHOLARSHIP

The Mauri Family Computer Science Scholarship, was established at Marist College by Ross A. Mauri, a graduate of the Class of 1980, IBM executive, and member of Marist's Board of Trustees. This scholarship provides financial assistance to entering freshmen pursuing a degree in computer science and having documented financial need. Scholarship awards are renewed for up to three years (for a total of four years) provided the recipients continue to meet the awarding criteria and remain in good academic standing.

MAURI FAMILY SOCCER SCHOLARSHIP

The Mauri Family Soccer Scholarship was established at Marist by Ross A. Mauri, a graduate of the Class of 1980, IBM executive, and member of Marist's Board of Trustees. This scholarship provides financial assistance to entering freshmen who will be playing on the Marist Men's Varsity Soccer Team, Scholarship awards are renewed for up to three years (for a total of four years) provided the recipients continue to meet the awarding criteria and remain in good academic standing.

MICHAEL A. GUZZARDI SCHOLARSHIP

The Michael A. Guzzardi Scholarship has been established at Marist College by Michael Guzzardi. The Michael A. Guzzardi Scholarship provides financial assistance to entering freshmen with documented financial need. Preference is given to students graduating from St. Joseph's Preparatory School in Philadelphia, Pennsylvania, or Merion Mercy Academy in Merion Station, Pennsylvania. Scholarship awards will be renewed for up to four years provided the recipient continues to meet the awarding criteria and remains in good academic standing.

PETER AND ALICE O'KEEFE FAMILY SCHOLARSHIP

The Peter and Alice O'Keefe Family Scholarship has been established at Marist College by Professor Emeritus of History, Dr. Peter O'Keefe, a Marist Heritage Professor and Alice O'Keefe to help high school graduates from disadvantaged socioeconomic backgrounds pursue a Marist education. The Peter and Alice O'Keefe Family Scholarship provides financial assistance to traditional full-time freshmen with financial need. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

RICHARD LOUIS BERGER MEMORIAL SCHOLARSHIP

The Richard Louis Berger Memorial Scholarship is awarded annually to a student in the Sachem, New York, Central School District, or a BOCES student in the Second Supervisory District of Suffolk County, New York. The recipient is selected by the Assistant Superintendent of the Second Supervisory District in consultation with the Vice President of Admission and Enrollment at Marist College. Applications will be made available to all Sachem students who are deposited enrollees at Marist after May 1 by the Scholarship Administrator at Sachem High School. (Note: This scholarship does not follow the Marist deadline date.)

ROBERT L. SWEENEY MEMORIAL SCHOLARSHIP

The Robert L. Sweeney Memorial Scholarship has been established at Marist College by Robert's wife, Diane. The Robert L. Sweeney Memorial Scholarship provides financial assistance to entering freshmen pursuing an undergraduate degree at Marist with preference given to young men and women who are

academically strong and active in their community. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

THE CLASS OF 1968 SCHOLARSHIP

The Class of 1968 Scholarship was established at Marist College by members of Marist's 1968 graduating class in honor of their 40th Reunion. Having developed lifelong friendships and a special dedication to their alma mater, these devoted alumni wish to help future generations of Marist undergraduates obtain their own Marist experience. The Class of 1968 Scholarship will be awarded annually to traditional-age entering freshmen with documented financial need. Preference will be given to young men and women who are academically strong and active in their community. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

THE CLASS OF 1969 SCHOLARSHIP

The Class of 1969 Scholarship was established at Marist College by members of Marist's 1969 graduating class in honor of their 40th Reunion. Strongly committed to Marist and bonded by lifelong friendships, the Class of 1969 created this scholarship to advance the College's mission and help future generations of students obtain a Marist education. The Class of 1969 Scholarship will be awarded annually to traditional-age entering freshmen with documented financial need. Preference will be given to young men and women who are academically strong and active in their community. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

W.M. SCHULTZ CONSTRUCTION, INC. SCHOLARSHIP

The W.M. Schultz Construction, Inc. Scholarship has been established at Marist College by William M. and Suzanne Schultz at W. M. Schultz Construction, Inc. W. M. Schultz Construction, Inc. was the primary contractor of the Route 9 walkway, which connects Marist's east and west campuses. The W. M. Schultz Construction, Inc. Scholarship will be awarded annually to traditional-age entering freshmen with documented financial need. Scholarship awards will be renewed for up to three years (for a total of four years) provided the recipients remain in good academic standing.

WILLIAM RANDOLPH HEARST ENDOWED SCHOLARSHIP

The William Randolph Hearst Endowed Scholarship has been established at Marist College by the Hearst Foundation to benefit students from under-represented populations. The Scholarship will be awarded by the Admission Office to incoming first-year or transfer African-American or Latino students with financial need, leadership potential, and the promise for academic success. Marist College is committed to supporting the goals of the Hearst Scholarship and will use its own resources to renew this one-time award for up to three additional years for awardees who remain in good standing.

MAJOR

Business, Accounting, & Finance

ANTHONY J. GERMINARO, JR. MEMORIAL SCHOLARSHIP

The Anthony J. Germinaro, Jr. Scholarship has been established in memory of Anthony J. Germinaro, Jr., Class of 1980, by his family. Awards will be made to students with financial need who are majoring in finance or business administration. Preference will be given to students who are graduates of public schools in the Mid-Hudson Region and have demonstrated financial need.

ARTHUR F. BROOK MEMORIAL SCHOLARSHIP

Established in memory of a former chairman of the Marist College Board of Trustees, The Arthur F. Brook Memorial Scholarship is awarded to a promising business student with demonstrated financial need.

BROTHER CORNELIUS J. RUSSELL, FMS, SCHOLARSHIP

Established in honor of a long-term member of the Management Studies faculty and former Controller of Marist College, the Brother Cornelius J. Russell, FMS, Scholarship is awarded to graduates of Marist Brothers high schools or to students from apostolates where Marist Brothers are actively working. Preference is given to accounting or business majors. Restricted to upper-class students.

DEBRA SUE LEVANTROSSER WOMEN OF MARIST SCHOLARSHIP

The Debra Sue Levantrosser Women of Marist Scholarship was established by Frederick and Barbara Levantrosser in honor of their daughter, who received her Masters of Public Administration from Marist in 1996. Recipients must exhibit an entrepreneurial spirit and creativity as well as high integrity, motivation to succeed, and extraordinary potential for personal growth. The scholarship is available to female traditional-age undergraduate students at the junior or senior level and female graduate students majoring in management, business, political science, or public administration. Special consideration is given to applicants pursuing an international focus in their studies and career aspirations.

FRANK AND GRACE BELLACICCO MEMORIAL SCHOLARSHIP

The Frank and Grace Bellacicco Memorial Scholarship was established by Frank Bellacicco, Class of 1987, in memory of his parents. Awards are made to students who are business majors and have exhibited an entrepreneurial spirit. The recipient must be a junior and maintain a 3.0 GPA to be considered for this renewable scholarship. In addition, the student must show a commitment to community service. Preference is given to students from Ulster and Dutchess counties.

TERI HAUGH MEMORIAL SCHOLARSHIP

Named in memory of Teri Haugh, Class of 1985, this scholarship is available to students in good academic standing who are majoring in business and are active members of the campus community. Financial need is a criterion.

Communication & Journalism

CHARLES G. AND CORNELIA L. MURRAY SCHOLARSHIP IN PRINT JOURNALISM

The Charles G. and Cornelia L. Murray Scholarship is awarded to an upper-class communication major who is committed to pursuing a career in print journalism. Candidates must provide a statement expressing their career interest and qualifications for the scholarship.

GEORGE D. BERNSTEIN MEMORIAL SCHOLARSHIP IN PRINT JOURNALISM

Named for a journalist who worked and resided in Dutchess County, New York, the George D. Bernstein Memorial Scholarship is awarded on the basis of academic accomplishment, professional preparation, and financial need to students intending to pursue a career in print journalism. First consideration will be given to journalism graduates from Dutchess Community College.

NEW YORK FEDERATION OF HOME BUREAUS, INC. II

This scholarship was established in honor of the New York State Federation of Home Bureaus past State President Eleanor Hajos VanDerzee to provide financial assistance for a full-time Marist College student in the field of communication & media arts. The recipient must reside within counties where New York State Federation of Home Bureaus has organized chapters, and meet other criteria established by the donor. In the absence of an eligible student in the field of communication & media arts, the alternate field of study will be information systems. (Counties where NYS Federation of Home Bureaus has organized chapters: Albany, Allegany, Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chenango, Clinton, Dutchess, Erie, Franklin, Herkimer, Jefferson, Monroe, Niagara, Oswego, Rensselaer, St. Lawrence, Schenectady, Steuben, Tompkins, Wyoming, Yates). There is a separate application required for this particular scholarship. Please contact the Advancement Office.

RAPHAEL MARK MEMORIAL SCHOLARSHIP

Established in memory of prominent radio news reporter and talk show host Raphael Mark, the Raphael Mark Memorial Scholarship is awarded to a sophomore, junior, or senior student majoring in communication who is committed to pursuing a career in broadcast journalism and is a resident of the Mid-Hudson Region. First consideration will be given to residents of Dutchess County. Financial need and a brief statement from the applicant explaining his or her desire and qualifications for this scholarship are required.

ROBERT C. NORMAN SCHOLARSHIP

The Robert C. Norman Scholarship was established by alumni, friends, and colleagues in honor of Assistant Professor of Communication Robert C. Norman, who retired after 34 years of teaching and directing the Communication Internship Program. The scholarship is awarded to a student majoring in communication on the basis of financial need and academic excellence.

Computer Science

CHRISTOPHER PETER CYBULSKI MEMORIAL SCHOLARSHIP

The Christopher Peter Cybulski Scholarship has been established in memory of Christopher P. Cybulski by his family. The scholarship aids students in their junior or senior year who are majoring in computer science. Preference will be given to students who have demonstrated a commitment to campus life at Marist.

DR. WILLIAM J. AND VALERIE CADDEN SCHOLARSHIP IN COMPUTER SCIENCE

Established in memory of a highly regarded member of the computer science faculty and named in honor of his wife, this scholarship is awarded to full-time undergraduate students majoring in computer science. Financial need is a criterion. First consideration will be given to students who are residents of the Hudson Valley. Should there be no appropriate candidates from this geographic region, the scholarship will be available to students from outside the area. The scholarship shall be renewable provided students remain in good academic standing.

FRANK J. AND HELEN H. HAYES SCHOLARSHIP

The Frank J. and Helen H. Hayes Scholarship has been endowed at Marist College by Professor Helen M. Hayes and her husband, Joseph Regh, a member of the Class of 1967, in honor of Helen's parents. This scholarship will be awarded annually to a sophomore, junior or senior student majoring in Computer Science based on academic achievement and financial need. Recipients will be invited to apply for a renewed award provided they continue to meet awarding criteria.

JOSEPH REGH SCHOLARSHIP

The Joseph Regh Scholarship has been endowed at Marist College in honor of Joseph Regh, a member of the Class of 1967, by his wife, Professor Helen M. Hayes. This scholarship will be awarded annually to a sophomore, junior, or senior student majoring in Computer Science based on academic achievement and financial need. Preference will be given to applicants from the Hudson Valley. Recipients will be invited to apply for a renewed award provided they continue to meet awarding criteria.

PHILIP C. & KAREN A. MURLEY SCHOLARSHIP

This scholarship was established by the late Philip Murley, a respected mathematician and member of Marist's Digital Library team, and his wife, Karen A. Murley. This scholarship is awarded annually to an outstanding senior majoring in computer science who has made a significant contribution to an organization or specific project during an internship or work-study program. The student will be academically strong and demonstrate imagination and creativity in solving problems in work assignments. The Dean of the School of Computer Science and Mathematics will select the recipient based on recommendations of Marist faculty members or administrators.

PROFESSOR HELEN M. HAYES SCHOLARSHIP

The Professor Helen M. Hayes Scholarship has been established at Marist College by Helen's husband, Joseph Regh '67, in recognition of her dedication and devotion to teaching. The Professor Helen M. Hayes Scholarship provides financial assistance to sophomore, junior, or senior students majoring in computer science based on academic achievement and with documented financial need. Scholarship awards will be renewed provided the recipient continues to meet the awarding criteria and remains in good academic standing.

ROBERT CROSBY MEMORIAL SCHOLARSHIP

The Robert Crosby Memorial Scholarship is awarded annually to a computer science student at Marist College. The recipient must be a junior and maintain a 3.0 cumulative GPA to be considered for this renewable scholarship.

Criminal Justice

COLEMAN HAGADORN SCHOLARSHIP

The Coleman Hagadorn Memorial Scholarship was established in memory of Coleman Hagadorn '05. The scholarship will be awarded annually to a deserving upper-classman majoring in criminal justice at Marist. Preference will be given to a student who is planning to pursue a career in law enforcement as Coleman was.

ROLAND L. MASSIE MEMORIAL SCHOLARSHIP

Established by his family to honor the memory of a highly respected City of Poughkeepsie police officer, the Roland L. Massie Memorial Scholarship aids upper-class students majoring in criminal justice. Financial need is a criterion. Awards are renewable provided the student maintains a 2.5 or higher average. Preference will be given to children or grandchildren of active or retired police officers, or to those residing in the Hudson Valley.

Fashion Design

CUTTY SARK SCHOLARSHIP

The Cutty Sark Scholarship is awarded annually to a deserving fashion design student upon recommendation of the Director of the Fashion Program.

KATE SPADE & COMPANY FOUNDATION SCHOLARSHIP

The Kate Spade & Company Foundation Scholarship is awarded to an upper-class student majoring in fashion design who has demonstrated exceptional talent in the field. It is made upon the recommendation of the Director of the Fashion Program.

NEW YORK FEDERATION OF HOME BUREAUS

Supported through the statewide fundraising efforts of the New York State Federation of Home Bureaus, this scholarship endowment was awarded to Marist College in 1991 in honor of the Dutchess County Home Bureaus. An annual award is made to a Fashion Major; the recipient must reside within a county where New York State Federation of Home Bureaus, Inc. has organized chapters, and meet other criteria established by the donor. In the absence of an eligible student in the first choice field of study, the alternative field of study will be Communications (Counties where NYS Federation of Home Bureaus, Inc. has organized chapters: Albany, Allegany, Buffalo City, Cattaraugus, Cayuga, Chautauqua, Chenango, Clinton, Dutchess, Erie, Franklin, Herkimer, Jefferson, Monroe, Niagara, Oswego, Rensselaer, St. Lawrence, Schenectady, Steuben, Tompkins, Wyoming, Yates).

Mathematics

PATRICK A. TASCIOTTI MEMORIAL SCHOLARSHIP

Established in memory of Patrick A. Tasciotti, Class of 1995, by his family, this scholarship is awarded to students who show a love for and commitment to the study of mathematics. Preference will be given to students who have demonstrated financial need. The scholarship is renewable provided the student remains in good academic standing. The award is made in consultation with the Chair of the Department of Mathematics.

Modern Languages

DONALD P. SCHMIDT '57 MEMORIAL SCHOLARSHIP

The Donald P. Schmidt '57 Memorial Scholarship has been endowed at Marist College with a generous gift from his wife, Mary. A graduate of the Class of 1957, Don was one of Marist's longest serving members of the Alumni Association Executive Board and a loyal graduate. The Donald P. Schmidt '57 Memorial Scholarship will be awarded annually to a rising sophomore, junior, or senior who plans to become a teacher. Preference will be given to a young man or woman who is particularly interested in teaching Spanish. The recipients must be academically accomplished, be committed to community service and have documented financial need.

DR. RAYMOND F. WEISS MEMORIAL SCHOLARSHIP

The Dr. Raymond F. Weiss '49 Memorial Scholarship was established to honor a former member of the Modern Languages faculty. The scholarship is awarded annually to a full-time students in their junior or senior year who are of Puerto Rican origin or are Modern Language majors. Preference is given to applicants with financial need. Awards are made by the Office of Student Financial Services in consultation with the Chair of the Department of Modern Languages. This scholarship is renewable provided the student continues to meet awarding criteria.

MADAME FRANÇOISE B. GREGG SCHOLARSHIP

Named in honor of a long-time member of the Modern Languages faculty, the Madame Françoise B. Gregg Scholarship is awarded annually to a student majoring in French and spending a full academic year in France. The award is based on the recommendations of the Chair of Modern Languages and the Director of Student Financial Services. Financial need is a criterion. This scholarship is not renewable.

TINA AND ALPHONSE GIOIELLI SCHOLARSHIP

Established in honor of a long-time faculty member and her husband who joined her in teaching Italian language and culture at Marist, the Tina and Alphonse Gioielli Scholarship is awarded to a junior or senior majoring in French or Spanish. Priority is given to a student studying abroad for a full year, with first consideration given to a candidate studying the language and culture in Italy. Selection is based on the recommendations of the Chair of Modern Languages and the Director of Student Financial Services. Financial need is a criterion. This scholarship is not renewable.

School of Science

DR. JOHN E. TESSIERI MEMORIAL SCHOLARSHIP IN CHEMISTRY

The Dr. John E. Tessieri Memorial Scholarship in Chemistry was established by the College with a gift from the estate of Dr. Tessieri, a long-time trustee and former chairman of the Marist College Board. A distinguished chemist and prominent community leader, Dr. Tessieri strongly believed in the importance of education and Marist College's mission. This scholarship is awarded to full-time traditional undergraduate students majoring in chemistry or biochemistry. The recipient must show outstanding academic and leadership qualities.

KERRY ROSE FITZSIMONS MEMORIAL SCHOLARSHIP

Named in memory of a member of the Class of 2012, The Kerry Rose Fitzsimons Memorial Scholarship has been established at Marist College to provide financial assistance to full-time undergraduate students majoring in the School of Science. Kerry was a well-rounded young woman with a passion for medicine, marine biology, music and sports. While at Marist, Kerry majored in biomedical sciences with a chemistry minor. Applicants should be academically strong and excel in the sciences. This need-based scholarship will be renewed for up to three years provided the recipient continues to meet awarding criteria.

Science/Pre-Med

ABEL FAMILY SCHOLARSHIP

The Abel Family Scholarship has been endowed at Marist College by Mary J. and Robert C. Abel. It will be awarded annually to full-time undergraduate students beyond the freshman year who are majoring in a School of Science program. Recipients must also have documented financial need. Scholarship awards will be renewed as long as the recipients continue to meet these criteria and maintain at least a 2.8 grade-point average.

DR. ALESKIA A. LEONIDOFF SCHOLARSHIP

The Dr. Aleski A. Leonidoff Scholarship is awarded annually by the Vice President of Admission and Enrollment to students with demonstrated financial need who plan to specialize in scientific or pre-medical studies.

DR. ANDREW A. MOLLOY MEMORIAL SCHOLARSHIP IN CHEMISTRY

Founded in honor of a former Academic Vice President, Science Division Chair, and Professor Emeritus of Chemistry, The Dr. Andrew A. Molloy Memorial Scholarship in Chemistry is awarded annually to a rising sophomore, junior, or senior majoring in chemistry or biochemistry who reflects Dr. Molloy's commitment to academic excellence, passion for science, and efforts to make the world a better place. This scholarship was established by Dr. Molloy's wife, Rosemary, and supported by his family and many former students, colleagues and friends.

DR. FRANK A. & CLAIRE D. GAGAN MEMORIAL SCHOLARSHIP

Dr. Frank A. Gagan was a former team physician for Marist athletes. The Dr. Frank A. Gagan Memorial Scholarship will be awarded annually to upper-class students who are majoring in biology, chemistry, medical technology, or sports medicine. The awards are based upon academic achievement and financial need.

DR. GEORGE B. HOOPER SCHOLARSHIP

Established in honor of Professor Emeritus of Biology, Dr. George B. Hooper, the scholarship is awarded to students on the basis of general academic merit and demonstrated ability in the field of science.

DWIGHT R. EVANS MEMORIAL SCHOLARSHIP

The Dwight R. Evans Memorial Scholarship has been endowed at Marist College in memory of Dwight, a graduate of the Class of 1975, by his classmates and friends. It will be awarded annually to full-time undergraduate students beyond the freshman year who are majoring in a School of Science program. Preference will be given to biology majors and recipients must have documented financial need. Scholarship awards will be renewed as long as the recipients continue to meet these criteria and maintain at least a 2.8 grade-point average.

Social Work

KAREN M. BOUCHARD MEMORIAL SCHOLARSHIP

The Karen M. Bouchard Memorial Scholarship was established in memory of Karen M. Bouchard, a member of the Marist Class of 1992, who is remembered for her academic commitment and dedication to helping others. The scholarship is awarded annually to a student with demonstrated financial need who is pursuing a degree in social work.

SPECIFIC

ANTONIO R. CAMBONE SCHOLARSHIP

The Antonio R. Cambone Scholarship was established at Marist College by Kathryn Cambone Brown '74 and Stephen E. Brown '71 to honor her father for inspiring them with his values and lifelong dedication to his family and community. This scholarship is awarded to students who have excellent academic records, demonstrated a strong commitment to achieving their educational goals, and have significant financial need. Preference is given to female students who show leadership potential and may be the first in their families to attend college.

ELLEN IRENE FORSANDER MEMORIAL SCHOLARSHIP

The Ellen Irene Forsander Memorial Scholarship was established by Mrs. Forsander's husband to provide financial assistance to a student who is suffering from a chronic asthmatic condition. Financial need is a criterion.

FINBAR DEVINE/THOMAS GARGAN/JOSEPH DOLAN SCHOLARSHIP

This scholarship honors the memories of Sgt. Finbar Devine and Det. Tom Gargan, partners on the New York City Police force, and recognizes their good friend Joe Dolan, whose long-time efforts helped many children and grandchildren of NYPD members attend college. Devine/Gargan/Dolan Scholarships are awarded annually to Marist junior or senior students whose parents or grandparents have served as members of the New York City Police Department. The awards are based upon academic achievement and financial need.

THE JOSEPH STEINGRABER SCHOLARSHIP

The Joseph Steingraber Scholarship is awarded annually to a New York State resident with a documented disability. Preference will be given to a blind or visually impaired undergraduate as recommended by the Director of Special Services. Financial need will be a consideration and awards will be renewable.

MONSIGNOR JOHN BRINN SCHOLARSHIP

The Monsignor John Brinn Scholarship – named for a long-serving priest dedicated to the people of Dutchess County, New York, The Monsignor John Brinn Scholarships are open to upper-class students who are active members of Campus Ministry and have a good academic record and financial need. Following in the footsteps of Monsignor Brinn, candidates should embrace Catholic ideals of promoting higher human values and serving others.

BOARD OF TRUSTEES

2016–2017

Chair

Mrs. Ellen M. Hancock
Los Altos, California

Vice Chair

Mr. Ross A. Mauri '80
General Manager, System z
IBM Corporation

Treasurer

Mr. Thomas J. Ward '69
Maidenform, Inc. (retired)

Secretary

Mr. James R. Barnes '84
Founder, President
The Hermitage Club at Haystack Mountain

Assistant Secretary

Mrs. Elizabeth M. Wolf
Pleasant Valley, New York

Immediate Past Chair

Mr. Robert R. Dyson
Chairman and CEO
The Dyson-Kissner-Moran Corporation

President

David N. Yellen
Marist College

Mr. James M. Barnes '68
Bayside, New York

Mr. Neil Bender

President
William Gottlieb Real Estate

Mr. Timothy G. Brier '69

Co-founder
Priceline.com

Mr. James A. Cannavino

Direct Insite Corporation (retired)

Ms. Lisa M. Cathie, 03

Highland, New York

Dr. Susan L. Cohen

Vice President Corporate Technical Strategy
IBM Corporation

Ms. Lauren DeJong '87

President and CEO
LDJ Productions

Mr. Mark V. Dennis, CPA

Poughkeepsie, New York

Mr. Donald Duet

Head of Technology
Goldman Sachs

Mr. Michael C. Duffy

Consultant

Mr. Steven Effron

President and CEO
Efco Products, Inc.

Mr. Michael G. Gartland

Attorney
Corbally, Gartland and Rappleyea, LLP

Dr. Stanley E. Harris '68

Senior Medical Director
Horizon Blue Cross/Blue Shield of NJ

Mr. Daniel G. Hickey '66

President
Hickey-Finn & Company

Dr. James P. Honan '78

Senior Lecturer on Education
Harvard University

Bro. John W. Klein, FMS '70

Marist Brothers

Mr. Suresh Kothapalli '91M

CEO
iSpace, Inc.

Mr. Patrick M. Lavelle '73

President and CEO
Vox International Corporation

Mr. Christopher G. McCann '83

President
1-800 FLOWERS.com

Mrs. Genine McCormick, CPA '88

Sands Point, New York

Mr. John P. O'Shea

Chairman
Marshall & Sterling Inc.

Mrs. Patrice M. Connolly Pantello '76

Connolly & Associates

Bro. Sean Sammon, FMS '70

Marist Brothers

Mr. Tim Tenney

President and CEO
Pepsi Cola of the Hudson Valley

LIFE TRUSTEES

Mr. Richard J. Cole '69

President and COO (Retired)
Meritus Consulting Services, LLC

Mrs. Kathleen K. Cullen

Hughsonville, NY

Dr. Richard Foy '50

President Emeritus
Marist College

COLLEGE ADMINISTRATION

OFFICE OF THE PRESIDENT

David N. Yellen, Esq.,
President
Elisabeth W. Tavaréz, M.A.,
Special Assistant to the President
Emily Saland, M.F.A.
Special Assistant to the President
Eileen M. Sico, B.A.,
Executive Assistant to the President
Freddimir Garcia, M.B.A.,
Presidential Fellow

OFFICE OF THE EXECUTIVE VICE PRESIDENT

Geoffrey L. Brackett, D.Phil. (*Oxon*)
Executive Vice President
Diane M. Hart, M.P.A.,
Project Coordinator

Judith G. Stoddard, Ph.D., *Director, Institutional Research and Planning*
Jared Todisco, M.A., *Reports Manager, Institutional Research and Planning*
Justin J. Butwell, B.S.C.E., *Director, Physical Plant*
Thomas J. Burns, M.B.A., *Associate Director, Physical Plant*
Charles Lee, B.A., *Supervisor, Housekeeping*
Ralph Short, *Grounds Supervisor*

John T. Gildard, M.P.A., *Director, Safety and Security*
Alladin Abdelrahman, M.P.A., *Associate Director, Safety and Security*
Edward L. Freer, J.D., *Assistant Director, Safety and Security for Operations*

Deborah Raikes-Colbert, M.L.S., *Associate Vice President for Human Resources*
Christina M. Daniele, M.S. Ed., *Director, Human Resources*
Eva J. Jackson, B.S., *Director, Employee Relations*
Erin McGuinness, B.A., *Benefits Manager*
Marybeth Giesler, B.S., *Assistant Director of HRIS*
Irene Buccieri, M.B.A., *Assistant Director, Strategic Recruitment*
Nicholas Mauro, B.S., *Human Resources Generalist*
Jennie T. Owen, M.A., *Human Resources Benefits Assistant*

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Thomas S. Wermuth, Ph.D., *Vice President for Academic Affairs/Dean of Faculty*
John T. Ritschdorff, Ph.D., *Associate Vice President for Academic Affairs/
Dean of Academic Programs/Faculty Athletics Representative*
Katherine Donham, M.P.A., *Associate Dean for Academic Affairs*
Michelle L. Stokes, M.B.A., *Associate Dean for Academic Affairs*

Carolyn Ringer Lepre, Ph.D., *Interim Dean, School of Communication and the Arts*
Vacant, *Assistant Dean*
Subir Sengupta, Ph.D., *Director, MA in Communication and Director,
MA in Integrated Marketing Communication*
Radley Cramer, B.S., *Director, Fashion Program*
Arthur B. Himmelberger, M.Ed., *Director, Music Program*
Gerald T. McNulty, M.S., *Director, Communication Internship Program*
Keith A. Strudler, Ph.D., *Director, Center for Sports Communication*
Michael Napolitano, B.S., *Operations Manager, Music Program*
Joey Petrella Wall, M.S., *Director, Media and Instructional Technology*
James E. Duryea, B.A., *Manager, Operations and Production*
David Chmielowski, *Technician*

Roger L. Norton, Ph.D., *Dean, School of Computer Science and Mathematics*
Mary Ann Hoffmann, M.S., M.A., *Associate Dean*
Eitel Lauria, Ph.D., *Director, MSIS and MSSD Programs*
Susan Scanlon, M.S., *Assistant Dean*
Kevin Callaghan, *Director, Information/Computer Literacy*
Carla Hill, *Director, Mathematics Placement*
Angelo Corridori, *Director, Marist/z/OS and On Demand Computing Education*

Martin B. Shaffer, Ph.D., *Dean, School of Liberal Arts*
Moirá K. Fitzgibbons, Ph.D., *Interim Assistant Dean*
Matthew Andrews, M.F.A., *Director, Theater*
Melissa A. Gaeke, Ph.D., *Director, Center for Civic Engagement & Learning*
James M. Johnson, *Executive Director, Hudson River Valley Institute*
Annamaria Maciocia, J.D., *Director, Paralegal Program*
Joseph Zeppetello, Ph.D., *Director, Writing Program and Center*

Lawrence G. Singleton, Ph.D., *Dean, School of Management*

Vacant, *Associate Dean*
Joanne H. Gavin, Ph.D., *Assistant Dean*
Christy Caridi, *Director, Bureau of Business and Economic Research*
Kenneth Coletti, *Internship Director for School of Management*
Brian Haughey, *Director, Investment Center*
Jay Pantaleo, B.Accy., *Director, Executive Programs*
Caroline Rider, *Director, MBA Program*
Jean A. Theobald, M.P.S., *Director, Undergraduate Advising and Student Services*

Daniel A. Szpiro, *Dean, School of Professional Programs*
Vacant, *Assistant Dean*
Joel Baldomir, *Program Director, Liberal Studies Major*
Jennifer Becker, B.S., *Assistant Director, Student Services*
Carol S. Bomba, M.P.A., *Data Management Coordinator*
Toni F. Constantino, M.P.A., *Manager for Online Programs*
Diane M. Landau-Flayter, M.P.S., *Director, Fishkill Center*
Donna H. Tompkins, B.A., *Paralegal Program Coordinator/Liberal Studies Advisor*
Sharone E. Wellington-deAnda, B.S., *Project Coordinator*

James W. DuMond, Jr., Ph.D., *Dean, School of Science*
Neil Fitzgerald, Ph.D., *Assistant Dean, School of Science*
Claudia Fenderson, *Director DPT*
Stephen Katz, *Medical Director, Physician Assistant Program*
Kathleen S. Lill, M.S., *Director, Physician Assistant Program*
John M. Ludlam, M.S., *Manager of Science Laboratories*
Catherine Newkirk, M.S., *Director, Medical Technology Program*
Michael E. Powers, Ph.D., *Director, Athletic Training Program and
Academic Director of Physical Education Program*

Margaret R. Calista, M.S.W., *Dean, School of Social and Behavioral Sciences*
Edward J. Sullivan, Ed.D., *Associate Dean, Teacher Education*
Daria Hanssen, Ph.D., *Director, Social Work Program*
Patrick S. O'Donnell, Psy.D., *Director, M.A. School Psychology*
Jennifer A. Powers, *Director, Clinical Teacher Preparation and Certification*
James R. Regan, Ph.D., *Director, Graduate Programs*
Peter del Rosario, Ph.D., *Director, M.A. Mental Health Counseling Program*
Zsuzsanna R. Szabo, Ph.D., *Director, Graduate Education Programs*

John E. Peters, Ph.D., *Dean, International Programs*
Isabel Carrasco, M.A., *Resident Director (Madrid, Spain)*
Kelly Kristen Webber, *Coordinator, International Programs*
Carol Toufali, M.P.A., *Coordinator, International Programs*
James Morrow-Polio, B.A., *Assistant Coordinator, International Programs*

Vanessa Nichol-Peters, *Director, Marist LdM Program*
Christie J. Alfaro, M.A., *Assistant Director, Marist LdM Program*
Stephanie P. Elmessaoudi, M.P.A., *Assistant Director, Housing and Residential Life,
Marist Italy*
Bradford Miller, M.A., M.Ed., *Assistant Director, Marist LdM Program*

Moirá K. Fitzgibbons, Ph.D., *Director, Core/Liberal Studies Program*
Kevin M. Gaugler, Ph.D., *Director, First Year Seminar Program*
James G. Snyder, Ph.D., *Director, Honors Program*
Vacant, *Director, Center for Teaching Excellence*

Judith Ivankovic, M.P.A., *Associate Dean, Student Academic Affairs/Registrar*
Cheryl J. DuBois, M.P.A., *Associate Registrar*
Linda Pisacano, M.A., *Associate Registrar*
Kristopher D. Hahn, M.A., *Assistant Registrar*
Mary M. Heller, B.S., *Assistant Registrar*
Deborah A. Holtman, M.S., *Senior Assistant Registrar*
Nancy J. Lynch, A.A.S., *Assistant Registrar*
Sean V. Rodriguez, B.A., *Senior Assistant Registrar*

Jane H. Fiore, M.S., *Director, Academic Learning Center*
Richard A. Cusano, M.B.A., *Coordinator of Tutoring*
Kathryn DiCorcia, M.S.Ed., *Coordinator of Linguistic Studies*

Kristine J. Cullen, M.A., *Director, Center for Advising and Academic Services*
Dabby S. Hines, M.A., *Assistant Director, Center for Advising and Academic Services*

Iris Ruiz-Grech, M.A., *Director, Center for Multicultural Affairs/HEOP*
Mary C. Rice, M.B.A., *Assistant Director, Center for Multicultural Affairs/HEOP*
Angel A. Arriaga, B.A., *Counselor/Tutor Coordinator, Center for
Multicultural Affairs/HEOP*
Siraj Bah, M.P.A., *Counselor, Center for Multicultural Affairs/HEOP*
Karen Tomkins-Tinch, M.A., *Coordinator of International Student Programs, Center
for Multicultural Affairs/HEOP*

Alyssa M. Gates, M.S.Ed., *Director, Center for Student-Athlete Enhancement*

Alicia Kaptein, M.Ed., *Assistant Director, Center for Student-Athlete Enhancement*

Donna S. Berger, Ph.D., *Director, Academic Grants*

Vacant, *Director, Library*

John F. Ansley, M.A., M.L.S., *Associate Librarian, Research Services and College Archivist*

Daniel N. Bonsall, *Public Services Librarian*

Lori B. Burns, M.A., M.L.S., *Instructional Librarian*

Elizabeth M. Clarke, M.L.S., *Assistant Librarian, Research Services*

Marta Cwik, B.A., *Associate Librarian, Bibliographic and Building Systems*

Judy M. Diffenderfer, M.L.S., *Associate Librarian, Budget and Planning*

Elena Filchagina, M.L.S., *Associate Librarian, Public Services*

Nancy L. Lewis, M.S.L.I.S., *Assistant Librarian, Evening Operations and Library Services*

Richard B. Phillips, Ph.D., *Instructional Librarian*

Edgar Santiago, *Assistant Librarian, Research*

Kathryn Silberger, M.L.S., *Senior Librarian, Digital Content Services*

Monish M. Singh, M.S., *Assistant Librarian, Digital Content Services*

Vacant, *Executive Director, Center for Career Services*

Deidre A. Sepp, M.Ed., C.A.S., *Director, Career Development*

Desmond Murray, B.A., *Associate Director, Field Experience*

Patricia Taylor, M.I.A., M.Phil., *Graduate School and Fellowship Advisor*

OFFICE OF THE VICE PRESIDENT FOR ENROLLMENT MANAGEMENT

Sean P. Kaylor, B.S., *Vice President, Enrollment Management*

Kenton W. Rinehart, M.B.A., *Assistant Vice President and Dean of Undergraduate Admission*

Luis Santiago, B.S., *Director, Undergraduate Admission*

Corinne M. Schell, B.A., *Director, West Coast Recruitment*

Brian Apfel, M.I.S.M., *Director, Social Networking & Online Initiatives*

Joe Giacalone, M.P.A., *Executive Director, International Admission*

Patricia Burns, M.A., *Associate Director, Admission*

Kathryn Budzinski, B.A., *Senior Assistant Director, Admission*

Stephanie Espina, B.A., *Senior Assistant Director, Admission*

Julio A. Torres, Jr., B.A., *Senior Assistant Director, Admission*

Jaclyn Fitzgerald, B.A., *Assistant Director, Admission*

Niasia Kemp, B.S., *Assistant Director, Admission*

Nicole Radassao, B.A., *Assistant Director, Admission*

Michelle Stathers, B.A., *Assistant Director, Admission*

Lisa Magnarella, B.A., *Executive Director, Enrollment Services*

Michael Douglas, M.B.A., *Director, Enrollment Research and Reporting, Enrollment Services*

Barbara Mascarenhas, B.S., *Associate Director, Enrollment Services*

Renee Springate, M.P.A., *Assistant Director, Enrollment Services*

Victor Van Carpels, B.A., *Executive Director, Enrollment Marketing and Communications*

Adam Ritter, B.A., *Associate Director, Enrollment Marketing and Communications*

Laura Zurowski, Ed.M., *Associate Director, Enrollment Marketing and Communications*

Joseph R. Weglarz, B.S., *Executive Director, Student Financial Services*

Lisa Boyes, B.S., *Director, Student Accounts*

Mary Lou Kutchma, M.P.A., *Director, Student Financial Assistance*

Tenisha Lane, B.S., *Senior Assistant Director, Student Financial Services*

Scott Khare, M.P.A., *Assistant Director, Student Financial Services*

Tiffany Karcher, B.A., *Assistant Director of Compliance and Analyst for Student Financial Services*

Erica Leman, M.B.A., *Assistant Director, Student Employment*

Marilyn Zeppetelli, M.S., *Manager, Systems & Data Management, Student Financial Services*

Vacant, *Dean of Graduate Admission*

Kelly Holmes, M.S.W., *Interim Dean and Director, Graduate Admission*

Mallory Maggiacomo, B.A., *Senior Assistant Director, Admission*

Brian Scott, B.S., *Associate Director, Admission*

Van Riley, M.P.A., *Senior Assistant Director, Admission*

OFFICE OF THE VICE PRESIDENT FOR BUSINESS AFFAIRS

John Pecchia, M.B.A., C.P.A., C.G.M.A., *CFO/Vice President, Business Affairs*

Christina Kearney, *Controller*

Lora Gannon, B.S., *Senior Accountant*

John Oleson, M.B.A., *Senior Accountant*

Suzanne Schroeder, B.S., *Senior Accountant*

Ginene Zeyher, B.S., *Senior Accountant*

Paul Galgano, A.O.S., A.A.S., *Staff Accountant*

Patricia Peabody, B.S., *Payroll Manager*

Daniel Frick, M.B.A., *Director of Finance and Budget*

Jessica Macias, B.S., *Financial Analyst*

Stephen Kochis, B.S., *Director, Purchasing*

Joan Costello, B.B.A., *Assistant Director, Purchasing*

OFFICE OF THE VICE PRESIDENT FOR COLLEGE ADVANCEMENT

Christopher M. DelGiorno, M.L.A., *Vice President for College Advancement*

Amy Woods, B.A., *Executive Director, Alumni Relations*

Valerie P. Hall, B.A., *Director of Special Events*

Jeanine M. Thompson, B.A., *Director of Annual Giving*

Rebecca S. LaVallee, B.A., *Associate Director, Alumni & Donor Programs*

Lisa M. Lombardo, B.A., *Associate Director, Alumni & Donor Programs*

Bobbi Sue Tellitocci, M.A., *Director of Donor Relations & Stewardship*

Marilyn F. Brandl, B.S., *Executive Director, Advancement Services*

Leslie Bates, M.A., *Editor for College Advancement*

Greg Cannon, M.S., *Chief Public Affairs Officer*

Kristin Manhardt, *Assistant Director of Annual Giving*

Anthony Mercogliano, B.A., *Development Officer for Leadership Gifts*

Shailee Johnson, M.P.A., *Director of Development Research*

David Anchin, M.A., *Associate Director of Research, Reporting, and Analysis*

Lee M. Miringoff, Ph.D., *Director, Marist Institute for Public Opinion*

Barbara L. Carvalho, Ph.D., *Director, Marist Poll*

Stephanie L. Calvano, M.S., *Director of Data Management and Technology*

Mary Elena Griffith, B.A., *Director of Media Initiatives and Polling News*

Daniela E. Charter, M.P.A., *Director, Survey Center*

JamieLynne Bishop, M.S., *Director of Research and Data Visualization*

Mike Conte, M.B.A., *Assistant Director of Survey Center and Data Management*

OFFICE OF THE VICE PRESIDENT FOR INFORMATION TECHNOLOGY

William Thirsk, M.B.A., *Vice President/CIO, Information Technology*

Josh Baron, M.A., *Assistant Vice President of Information Technology for Digital Education*

Peggy Kuck, B.S., *Director, Enterprise Solutions Group*

Christine Mulvey, M.S., *Director, Special Projects, Telecommunications & Networking*

Antoni Sousa, B.S., *Director, Web & Interface Innovation*

A. Harry Williams, M.B.A., *Chief Technology Officer*

Alexander Podmaniczky, B.S., *Assistant Director, Enterprise Solutions Group, Ancillary Services*

Lori Szliaski, B.S., *Assistant Director, Administrative Computing*

Duane Beyer, B.S., *Manager, Operations and Help Desk*

James K. Curran, B.S., *Network Manager*

Patricia Goewey, M.S., *Manager of Telecommunications and Card Services*

David Hughes, B.A., *Manager, Client Technologies*

Jonathon Kaufman, M.S., *Technical Services Manager*

Kathleen L. LaBarbera, *Manager of Client Services*

Raymond Lane, *Manager, Postal Services*

Delphine Lucks, B.A., *Manager, Executive and Entrepreneurial Operations*

Joe Augulis, B.A., *Sr. System Administrator*

Francine M. Barrett, B.S., *Lotus Notes Database Design and Development*

Joe Benedetto, M.B.A., *zSeries Knowledge Center Programmer*

Duane Beyer, B.S., *Senior System Administrator*

Stephen Cioffi, *ERP Applications Developer*

JoAnn DePue, B.S., *IT Project Manager*

John A. Digilio, M.S., *Applications and Platform Architect*

Terri A. Goodwin, A.A.S., *Programmer/Analyst*

Brian Gormanly, B.S., *Lead Programmer*

Michael Grodesky, B.S., *Staff Systems Programmer*

Jennifer L. Harmer, M.A., *Operations Analyst*

DeDe Hourican, A.A., *Senior Academic Technology Support Specialist*

Sandeep Jayaprakash, M.S., *Lead Data Scientist*

Andrew Jordan, A.S., *Software Engineer*

Jeffrey Kirby, B.S., *Senior System Administrator*

Colleen Kopchik, M.A., *IT Fellow-Integrated Marketing & Communication*

Luisa Li, M.A., *Instructional Designer*

Martha M. McConaghy, B.S., *Systems Architect/Technical Lead*

Mark McPeck, B.A., *Desktop Administrator*

Evan Menist, B.A., *Desktop Administrator*

Edward Molinaro, A.A.S., *Operations Analyst*

Margaret Monti, B.S., *Card Office Coordinator*

Catherine Murphy, M.S., *Applications Programmer*

Corri Nicoletti, M.S.Ed., *Educational Technology Specialist*

Jeff Obrizok, M.S., *Network and Security Engineer*

Timothy Ondrey, B.S., *Database Administrator*

Doug Owens, B.S., *Database Administrator*

Bruce Predatsch, M.S., *Systems Integrator*

Edward Presutti, *Data Analytics Specialist*

Christopher Prisciandaro, B.S., *Desktop Administrator*

Ashley Ritter, B.A., *Web Developer*

Johannes Sayre, M.S., *Senior System Administrator*

Stuart South, M.S., *ERP Applications Developer*

Justin Swigart, B.S., *Network and Security Engineer*

Chris Taylor, *Senior Desktop Administrator*

Eric Wedaa, B.S., *Senior System Administrator*

OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

Deborah A. DiCaprio, M.A., *Vice President/Dean for Student Affairs*
Steve Sansola, M.P.S., *Associate Dean for Student Affairs*
Patricia E. Cordner, M.A., *Assistant Dean for Student Affairs*
Daniel Hoover, Ed.D., *Director, Student Conduct and Greek Affairs*

Robin Diller Torres, M.A., *Director, First Year Programs
& Leadership Development*

Colin McCann, M.A., *Associate Director, First Year Programs/Commuter Coordinator*
Melissa Lulay, M.S., *Assistant Director, First Year Programs*
Samantha Proffitt, M.Ed., *Coordinator, First Year Programs*
Casey Trocino, M.S.Ed., *Coordinator, First Year Programs*
Sarah Tsang, M.S., *Coordinator, First Year Programs*

Mary L. Dunne, M.D., *Director, Health Services*
Kim Boral-Weinstein, M.S., *Nurse Practitioner*
Kristen Corkery, B.S.N., *Registered Nurse*
Eileen McDowell, M.S.N., *Nurse Practitioner*
Janice Poley, M.S.N., *Nurse Practitioner*
Lillian Saccoman, B.S.N., *Registered Nurse*
Raymond Santiago, B.S., *Registered Nurse*
Donna Yerry, B.A., *Registered Nurse*

Vacant, *Director, Special Services*
Deborah M. Reeves-Duncan, M.A., *Assistant Director, Special Services*
Krista Ackert, M.S., *Learning Disability Specialist*
Maryellen Guardino, M.A., *Learning Disability Specialist*
Judith Creedon, M.A., *Learning Disability Specialist*
Diane Hayes, M.S.Ed., *Learning Disability Specialist*
Susan Jenkins, M.Ed., *Learning Disability Specialist*
John Pinna, M.Ed., *Learning Disability Specialist*
Danielle Yaw, M.A., *Learning Disability Specialist*

Naomi Ferleger, Ph.D., *Director, Counseling*
Jenny Colman, M.D., *Psychiatrist*
Allison Friedman, M.S., *Counselor*
Andrea Pesavento, M.S., LCSW-R, *Counselor*
Matt Spitzer, M.S.W., *Counselor*

Gladys Negron-Collier, B.S., *Director, Upward Bound*
Christine Alhona, M.S., *Program Coordinator, Upward Bound*
Ralph Coates, B.A., *Program Coordinator, Upward Bound*

Melinda Martinez, M.S., *Director, Liberty Partnerships*
Denise B. Kenney, B.S., *School Site Coordinator, Liberty Partnerships*
Jeffrey R. Gold, B.S., *Counselor/Coordinator, Liberty Partnerships*

Brother Frank Kelly, FMS, M.P.S., M.T.S., *Director, Campus Minister*
Rev. Richard A. LaMorte, M.Ed., *Campus Minister (Liturgical Coordinator)*
Brother Michael Flanigan, FMS, M.S., *Campus Minister*
Michelle Khawam, M.Div., *Campus Minister*

Robert Lynch, B.A., *Director, Student Activities*
Michele Williams, M.S., *Associate Director, Student Activities*
Rebecca Sellmeyer, M.S., *Assistant Director, Student Activities*
Jennifer Unterbrink, M.Ed., *Assistant Director, Student Activities*

Sarah H. English, M.A., *Director, Housing and Residential Life*
Patricia L. Houmiel, M.Ed., *Associate Director, Housing and Residential Life*
John Cordella, M.Ed., *Assistant Director, Housing and Residential Life*
Joseph Guardino, M.P.A., *Assistant Director, Housing and Residential Life*
Stephanie Elmessaoudi, *Assistant Director (Florence, Italy)*
Angel Arriaga, M.A., *Resident Director*
April Bourlier, B.P.S., *Resident Director*
Wassila George, M.S., *Resident Director*
Keith Hudes, M.P.A., *Resident Director*
Masuma Islam, B.A., *Resident Director*
Tamer Janakat, B.S., *Resident Director*
Colleen Jones, B.A., *Resident Director*
Brittany Maxwell, M.P.A., *Resident Director*
Jesse Mungin, B.S., *Resident Director (Florence, Italy)*
Joseph Trocino, M.Ed., *Resident Director*
Chanel Vitale, B.A., *Resident Director*

Timothy S. Murray, M.S., *Director of Athletics*
Travis Tellitocci, M.A., *Senior Associate Athletic Director – Internal Affairs*
Elizabeth Donohue, M.S., *Associate Athletic Director/
Senior Woman Administrator/Compliance*
Darren McCormack, M.A., *Associate Athletic Director – Facilities and Operations*
Andy Alongi, M.A., *Assistant Athletic Director – External Affairs*
Mike Ferraro, B.A., *Director of Athletic Communications*
Harrison Baker, B.A., *Athletic Communications Assistant*
Kevin McCall, B.A., *Athletic Communications Assistant*
Amanda Rogerson, M.S., *Assistant Athletic Director, Business Manager*

Sam Rathbun, B.A., *Athletic Communications Assistant*
Nicholas McGahan, B.A., *Multimedia Coordinator*
Vacant, *Multimedia Coordinator*
Jeff Carter, M.S.Ed., *Sports Medicine Coordinator*
Justin Giuliano, M.S., *Assistant Athletic Trainer*
Amanda Greco, M.S., *Assistant Athletic Trainer*
Briana Galeazzi, M.S., *Assistant Athletic Trainer*
Joelle Gage, M.S., *Assistant Athletic Trainer*
Aaron Suma, M.A., C.S.C.S., *Head Strength and Conditioning Coach*
Brandon James, B.A., *Coordinator of Sport Clubs and Intramurals*
Christopher Tracz, B.A., *Head Baseball Coach*
Mike Maker, M.A., *Head Men's Basketball Coach*
Paul Lee, B.A., *Assistant Men's Basketball Coach*
Andy Johnson, B.A., *Assistant Men's Basketball Coach*
C.J. Lee, M.P.P., *Assistant Men's Basketball Coach*
Scott Day, B.S., *Director of Operations*
Brian P. Giorgis, M.S., *Head Women's Basketball Coach*
Erin Doughty, M.A., *Assistant Women's Basketball Coach*
Alisa Kresge, B.A., *Assistant Women's Basketball Coach*
Dominique Bryant, B.S., *Assistant Women's Basketball Coach*
Leanne Ockenden, B.A., *Director of Operations*
Pete Colaizzo, B.A., *Director of Men's and Women's Cross Country/Track Program*
Chuck Williams, M.Ed., *Assistant Coach Women's Cross Country/Track Coach*
James Parady, B.S., *Head Football Coach*
Scott Rumsey, M.P.A., *Associate Football Coach*
Clarence Johnson, B.A., *Assistant Football Coach*
Nathaniel Fields, M.S., *Assistant Football Coach*
Keegan Wilkinson, B.A., *Head Men's Lacrosse Coach*
Jessica O'Brien, M.B.A., *Head Women's Lacrosse Coach*
Thomas S. Sanford, J.D., *Director of Rowing Program/Head Women's Coach*
Sean Rizzotto, M.A., *Interim Head Men's Crew Coach*
Matt Viggiano, M.S.Ed., *Head Men's Soccer Coach*
Kate Lyn, M.A.Ed., *Head Women's Soccer Coach*
Joe Ausanio, B.S., *Head Softball Coach*
Larry Van Wagner, M.P.E., *Director of Aquatics/Head Swimming & Diving*
Melanie Bolstad, M.P.E., *Associate Head Diving Coach*
Tim Smith, M.S.Ed., *Head Men's Tennis Coach*
Justin Satkowski, B.S., *Head Women's Tennis Coach*
Lauren Amundson, M.B.A., *Head Volleyball Coach*
Natalie Benson, B.A., *Head Water Polo Coach*
Kristen Rudemeyer, A.A.S., *Head Cheerleading Coach*
Laurie Matthews, M.A., *Head Dance Team Coach*

FACULTY

Christopher Algozzine, 2015

Professional Lecturer of Computer Science
B.S., Marist College
M.S., Marist College

Matthew Andrews, 2000

Associate Professor of English
Acting Certificate-Nat'l Shakespeare Conservatory
B.A., Massachusetts College of Liberal Arts
M.A., Oklahoma State University
M.F.A., University of Oklahoma

Kavous Ardalan, 1998

Professor of Finance
B.A., National University of Iran
M.A., University of California at Santa Barbara
Ph.D., University of California at Santa Barbara
Ph.D., York University

Artin H. Arslanian, 1996

Professor of History/International Relations
B.A., American University of Beirut
M.A., American University of Beirut
Ph.D., University of California at Los Angeles

John K. Bainbridge, 2009

Associate Professor of Public Administration
B.A., Cornell University
M.P.A., Columbia University
Ph.D., Columbia University

Joel Baldomir, 2011

Lecturer of Liberal Studies
B.S., Nyack College
M.S., The College of New Rochelle
Ph.D., Regent University

Robert Balogh-Robinson, 1997

Lecturer of Physics
B.S., State University of New York at Brockport
M.A., State University of New York at New Paltz

Jeffrey A. Bass, 2003

Senior Professional Lecturer of Media Arts
B.F.A., University of Illinois at Urbana-Champaign
M.A., Regent University
M.A., University of Chicago

Kristin Bayer, 2004

Assistant Professor of History
B.A., New York University
M.A., New York University
Ph.D., New York University

Anne Bertrand-Dewsnap, 2007

Teaching Associate of Core Art History
B.A., Smith College
M.A., University of Pittsburgh
Ph.D., University of Pittsburgh

Joseph S. Bettencourt, Jr., 1965

Associate Professor of Biology
A.B., Suffolk University
M.S., University of New Hampshire
Ph.D., University of New Hampshire

Randi Blumenthal-Guigui, 2014

Professional Lecturer of Criminal Justice
B.S., Emerson College
M.S., Northeastern University

Jessica E. Boscarino, 2010

Assistant Professor of Political Science
B.A., Middlebury College
M.A., Syracuse University

Kathleen Boyle-Labarbera, 2010

Professional Lecturer of Communication
B.A., Iona College
M.B.A., Iona College

Geoffrey L. Brackett, 2010

Associate Professor of English
B.A., DePauw University
D.Phil., University of Oxford

Nora Brakas, 1991

Assistant Professor of Education
B.S., State University of New York at Plattsburgh
M.S., State University of New York at Albany
Ph.D., State University of New York at Albany

Peter Brickman, 2005

Senior Professional Lecturer of Fashion Merchandising
B.A., University of Wisconsin
M.A., Virginia Polytechnic Institute

William S. Brown, 1999

Assistant Professor of Management
B.A., Fairleigh Dickinson University
M.A., Montclair State University
M.B.A., Fairleigh Dickinson University
Ph.D., University of Pittsburgh

Andrei A. Buckareff, 2007

Associate Professor of Philosophy
B.A., Biola University
M.A., Fuller Theological Seminary
M.A., Texas A & M University
M.A., University of Rochester
Ph.D., University of Rochester

David Burns, 2010

Affiliate Lecturer of Music
B.S., Philadelphia Biblical University

Amy Cahill, 2009

Lecturer of Biology
B.S., Binghamton University
M.A., State University of New York at New Paltz

Margaret Calista, 1980

Assistant Professor of Social Work
B.A., Cedar Crest College
M.S.W., Fordham University

Kevin M. Callaghan, 2009

Professional Lecturer of Computing Technology
B.S., Marist College
M.S.C.S., Marist College

Joseph Campisi, 2005

Assistant Professor of Philosophy
B.A., University of Western Ontario
M.A., Duquesne University
Ph.D., Duquesne University

Jeniffer M. Campo, 2015

Clinical Assistant Professor of Physician Assistant Studies
B.S., St. Thomas Aquinas College
M.D., Eastern Virginia Medical School

Robert M. Cannistra, 2002

Senior Professional Lecturer of Computing Technology
A.S., Dutchess Community College
B.S., State University of New York at Brockport
M.S., Marist College

Christy Huebner Caridi, 2006

Assistant Professor of Economics
A.A., Stephens College
B.A., New School for Social Research
M.B.A., Fordham University
Ph.D., New School University

Tony J. Carrizales, 2006

Associate Professor of Public Administration
B.A., Cornell University
M.P.A., Cornell University
Ph.D., Rutgers University

Irma Blanco Casey, 1979

Assistant Professor of Modern Languages
B.A., University of Puerto Rico
M.S., State University of New York at Albany

Paula M. Checchi, 2013

Assistant Professor of Biology
B.S., University of Massachusetts at Amherst
Ph.D., Emory University

Toni-Marie Ciarfella, 2011

Professional Lecturer of Social Work
B.S.W., Marist College
M.S.W., State University of New York at Albany
M.P.A., Marist College

Ron Coleman, 2002

Professor of Computing Technology
B.S., City College of New York
Ph.D., Polytechnic University

Kenneth Coletti, 2006

Senior Lecturer of Accounting
B.A., Vassar College
M.S., Pace University
M.B.A., Marist College

Addrain S. Conyers, 2012

Assistant Professor of Criminal Justice
B.A., Boston College
M.A., Southern Illinois University Carbondale
Ph.D., Southern Illinois University Carbondale

Angelo F. Corridori, 2007

Professional Lecturer of Computing Technology
B.S., Rensselaer Polytechnic Institute
M.S., Rensselaer Polytechnic Institute

Radley Cramer, 2005

Assistant Professor of Fashion
B.S., State University of New York, Empire State College

Eileen Curley, 2006

Associate Professor of English
B.A., Grinnell College
M.A., Indiana University at Bloomington
Ph.D., Indiana University at Bloomington

Amity Currie, 2005

Professional Lecturer of Education
B.A., Williams College
M.A., Marist College

Ismay V. Czarniecki, 2008

Lecturer of Management
B.A., College of New Rochelle
M.B.A., Iona College

Joanna D'Avanzo, 2015

Professional Lecturer of Advertising
A.A.S., Fashion Institute of Technology
B.F.A., Fashion Institute of Technology

Ann Davis, 1986

Associate Professor of Economics
B.A., Barnard College
M.A., Northeastern University
Ph.D., Boston College

Rose De Angelis, 1995

Professor of English
M.A., Columbia University
Ph.D., Fordham University

Casimer DeCusatis, 2014

Assistant Professor of Computing Technology
B.S., Pennsylvania State University
Ph.D., Rensselaer Polytechnic Institute

Peter del Rosario, 2000

Associate Professor of Psychology
B.S., Union College
Ph.D., State University of New York at Buffalo

Sherry Dingman, 1991

Associate Professor of Psychology
B.A., University of Montana
M.A., University of Montana
Ph.D., University of Montana

John F. Doherty, 1990

Assistant Professor of Criminal Justice
B.A., Marist College
M.P.S., Long Island University
M.P.A., Marist College
Ph.D., Walden University

Jennette Donohue, 2010

Professional Lecturer of Communication
B.A., Syracuse University
M.B.A., Suffolk University

Kristin Dragos, 2010

Lecturer of Biology
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

James W. DuMond, Jr., 2012

Professor of Environmental Science
B.S., Eastern Montana College
M.S., Montana College of Mineral Science and Technology
Ph.D., University of Alabama at Birmingham

Linda L. Dunlap, 1984

Professor of Psychology
B.A., Kansas State University
M.A., University of Iowa
Ph.D., University of Iowa

Sara Dwyer-McNulty, 1999

Associate Professor of History
B.A., Temple University
Ph.D., Temple University

Lynn M. Eckert, 2001

Associate Professor of Political Science
B.A., Gettysburg College
M.A., Temple University
Ph.D., Syracuse University

Jen Eden, 2012

Assistant Professor of Communication
B.A., Northern Illinois University
M.A., Northern Illinois University
Ph.D., Arizona State University

Raymond L. Eifel, 2015

Clinical Assistant Professor of Physician Assistant Studies
A.A.S., Cuyahoga Community College
B.S., George Williams College
M.S., George Williams College
Ph.D., George Washington University

Donise English, 1995

Professor of Art
B.A., State University of New York at New Paltz
M.F.A., Bard College

Ross Enochs, 1999

Assistant Professor of Religious Studies
B.A., Colgate University
M.A., University of Virginia
Ph.D., University of Virginia

D. Cenk Erdil, 2015

Assistant Professor of Computing Technology
B.S., Marmara University
M.S., Penn State - University Park
Ph.D., State University of New York at Binghamton

Luis Espinasa, 2006

Associate Professor of Biology
B.S., National University of Mexico
Ph.D., New York University

Jianing Fang, 2012

Associate Professor of Accounting
B.S., Queens College
M.S., Washington School of Law
D.P.S., Pace University

Richard S. Feldman, 1994

Associate Professor of Environmental Science
B.S., State University of New York College of Environmental Science
M.S., University of Minnesota
M.S., University of Virginia
Ph.D., State University of New York at Binghamton

Claudia Fenderson, 2015

Professor of Physical Therapy
B.S., Columbia University
M.S., Long Island University
Ph.D., Nova University

Patricia Ferrer-Medina, 2010

Assistant Professor of Spanish
B.A., University of Puerto Rico, Mayaguez
Ph.D., Rutgers University

Jennifer Finn, 2015

Affiliate Professional Lecturer of Fashion
B.S. State University of New York at Plattsburgh

John P. Finnigan, 2009

Professional Lecturer of Finance
B.S., LeMoyne College
M.B.A., Pace University

Neil Fitzgerald, 2000

Associate Professor of Chemistry
B.S., University of Kent at Canterbury
M.S., Loughborough University of Technology
Ph.D., University of Massachusetts at Amherst

Moira K. Fitzgibbons, 2003

Professor of English
B.A., Georgetown University
Ph.D., Rutgers University

Scott D. Frank, 2003

Associate Professor of Mathematics
B.S., University of Maryland
M.S., University of Maryland
Ph.D., Rensselaer Polytechnic Institute

Matthew Frieburghaus, 2006

Associate Professor of Digital Media
B.F.A., Minneapolis College of Art and Design
M.F.A., Syracuse University

Carol Friedman, 2013

Professional Lecturer of Accounting
M.B.A., Fordham University

Melissa A. Gaeke, 2014

Professional Lecturer of Political Science
B.S., Colorado State University
M.P.A., New York University
Ph.D., University of Southern California

Zofia E. Gagnon, 1995

Associate Professor of Environmental Science
B.E., State Technical School in Dzierzoniow
B.S., University of Nicolaus Copernicus
M.S., University of Nicolaus Copernicus
Ph.D., Institute of Botany at Wroclaw University

John Morrison Galbraith, 2001

Associate Professor of Chemistry
B.A., Colorado College
Ph.D., University of Georgia at Athens

Steven Garabedian, 2006

Assistant Professor of History
B.A., University of California at Santa Cruz
Ph.D., University of Minnesota

Deborah Gatins, 2000

Associate Professor of Psychology
B.A., Vassar College
Ph.D., University of Miami

Kevin M. Gaugler, 2000

Associate Professor of Modern Languages
B.A., Assumption College
M.A., University of Connecticut
Ph.D., University of Connecticut

David Gavin, 2007

Assistant Professor of Management/Strategy
B.S., Liberty University
M.B.A., Marist College
Ph.D., University of Albany

Joanne H. Gavin, 2002

Professor of Management
B.S., University of New Orleans
M.B.A., University of New Orleans
Ph.D., University of Texas at Arlington

Tia Sherée Gaynor, 2012

Assistant Professor of Public Administration
B.S., Rutgers University
M.P.A., Rutgers University
Ph.D., Rutgers University

Mark J. Gildard, 2008

Lecturer of Athletic Training
B.S., Marist College
M.S., West Virginia University

Wendy Gladstone-Brown, 2013

Assistant Professor of Education
B.A., State University of New York at Potsdam
M.S., Nazareth College of Rochester
Ed.D., St. John Fisher College

Matthew J. Glomski, 2007

Associate Professor of Mathematics
B.A., Columbia University
Ph.D., University at Buffalo

Thomas Goldpaugh, 1989

Associate Professor of English
B.S., State University of New York at New Paltz
M.A., State University of New York at New Paltz
Ph.D., New York University

Leigh E. Graham, 2007

Associate Professor of English
B.A., Westminster College
M.A., University of Illinois at Chicago
Ph.D., University of Illinois at Chicago

Lori Beth Greenan, 2014

Lecturer of Communication
B.A., Bryant University
M.S., New York University

Richard Grinnell, 1992

Associate Professor of English
B.S., California Polytechnic State University
M.A., University of Minnesota
Ph.D., University of Minnesota

Robert J. Grossman, 1983

Professor of Business
B.A., Hobart College
J.D., State University of New York at Buffalo School of Law
LL.M., New York University School of Law

Melissa Halvorson, 2015

Affiliate Professional Lecture of Fashion
M.A.T., State University of New York at New Paltz
B.A., University of Washington

Daria Hanssen, 1999

Associate Professor of Social Work
B.A., Florida Atlantic University
M.S.W., Florida State University
Ph.D., Hunter College, School of Social Work

Pamela Harper, 2012

Assistant Professor of Marketing
B.S., Purdue University
Ph.D., Rensselaer Polytechnic Institute

Jodi G. Hartmann, 2008

Senior Professional Lecturer of Fashion Design
B.S., University of Massachusetts at Amherst

Pau-San Haruta, 1990

Associate Professor of English
B.A., Science University of Malaysia
Ph.D., University of Delaware

Brian J. Haughey, 2010

Assistant Professor of Finance
B.Sc., University College Dublin
M.B.S., University College Dublin

Nini Hayes, 2015

Post-Doctoral Fellow in Education
B.A., Huxley College for the Environment
M.A.T., University of Massachusetts at Amherst
Ed.S., University of Massachusetts at Amherst
Ed.D., University of Massachusetts at Amherst

James E. Helmreich, 1992

Associate Professor of Mathematics
M.A., University of Maryland
Ph.D., University of Maryland

Kevin J. Henry, 2012

Professional Lecturer of Athletic Training
B.S., Marist College
M.S.Ed., Old Dominion University

Carla L. Hill, 2006

Teaching Associate of Mathematics
B.A., Lenoir Rhyne College
M.S., Union College

Arthur B. Himmelberger, 2001

Distinguished Lecturer of Music
B.M., University of Michigan at Ann Arbor
M.Ed., Temple University

Mary Ann Hoffmann, 2004

Professional Lecturer of Computing Technology
B.A., College of Mt. St. Vincent
M.A., Fordham University
Ph.D., Fairleigh Dickinson University

Nadine C. Hoffmann, 2013

Assistant Professor of Communication
Bonn University
M.Sc., University of Kansas at Lawrence
Ph.D., University of Georgia

Joanna Huyck, 2015

Professional Lecturer of Liberal Studies
B.A., College of St. Rose
M.A. State University of New York at Albany

Victoria A. Ingalls, 1985

Professor of Biology
A.B., Vassar College
M.S., University of Massachusetts
Ph.D., University of Massachusetts

Marcos D. Ionescu, 1996

Assistant Professor of Psychology
B.A., John Carroll University
Ph.D., The City University of New York

Kristin Jay, 2010

Assistant Professor of Psychology
B.A., Massachusetts College of Liberal Arts
M.A., University of California at Los Angeles
Ph.D., University of California at Los Angeles

Byunghoon Jin, 2015

Assistant Professor of Accounting
B.S., Indiana University
M.P.,Acct., University of Texas
Ph.D., Temple University

James M. Johnson, 1999

Associate Professor of History
B.S., United States Military Academy
M.A., Duke University
M.A., Naval War College
Ph.D., Duke University

Matthew A. Johnson, 2007

Professional Lecturer of Computing Technology
A.A., Simon's Rock College
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Michael Johnson, 2014

Professional Lecturer of Fashion
B.A., Assumption College

Stephen Katz, 2015

Clinical Assistant Professor of Physician Assistant Studies
B.A., University of Pennsylvania
M.B.Ch.B., University of Birmingham
C.P.E., American College of Physician Executives
F.A.C.P., Fellow of the American College of Physicians

Claire Keith, 1992

Associate Professor of Modern Languages
B.A., University of Paris X – Nanterre, France
Ph.D., City University of New York

Raymond Kepner, 1999

Associate Professor of Biology
B.S., Juniata College
M.S., Michigan Technological University
Ph.D., Pennsylvania State University

C. Ryan Kinlaw, 2007

Associate Professor of Psychology
B.S., University of North Carolina at Chapel Hill
M.Ed., Harvard University
Ph.D., University of North Carolina at Chapel Hill

Joseph Kirtland, 1992

Professor of Mathematics
B.S., Syracuse University
M.S., University of New Hampshire
Ph.D., University of New Hampshire

John Allan Knight, 2007

Associate Professor of Religious Studies
A.B., Southern Nazarene University
J.D., George Washington University
M.Div., University of Chicago Divinity School
Ph.D., University of Chicago Divinity School

Michael H. Koch, 2009

Lecturer of Communication
B.A., Richmond American International University
M.A., Ohio University, Athens
Ph.D., Ohio University, Athens

Joshua Kotzin, 2002

Associate Professor of English
B.A., Stanford University
Ph.D., University of Iowa

Richard Kramer, 2000

Senior Professional Lecturer of Fashion Design
B.F.A., Illinois Wesleyan University
M.A., University of Denver

K. Peter Krog, 1996

Associate Professor of Mathematics
B.S., Worcester State College
M.S., University of Connecticut
Ph.D., University of Connecticut

Alan G. Labouseur, 2003

Assistant Professor of Computing Technology
B.S., Marist College
M.S., Pace University

Angela Lafen, 2006

Associate Professor of English
B.A., Northern Kentucky University
M.A., Purdue University
Ph.D., Purdue University

Danielle Langfield, 2011

Assistant Professor of Political Science
B.A.U., Xavier University (OH)
M.A., The Ohio State University
Ph.D., The Ohio State University

Philip A. LaRocco, 2009

Senior Professional Lecturer of Accounting
B.S., Manhattan College
M.S., William Howard Taft University

Eitel J. M. Lauria, 2002

Professor of Computing Technology
B.E.E., Universidad de Buenos Aires
M.B.A., Universidad de Deusto
Ph.D., State University of New York at Albany

Sue Lawrence, 1979

Assistant Professor of Communication
B.J., University of Missouri
M.A., University of Missouri
Ph.D., University of Missouri

Jocelyn Smith Lee, 2015

Assistant Professor of Psychology
B.A., Hampton University
M.S., University of Maryland
M.S., University of Maryland

Zu-Hsu Lee, 2008

Associate Professor of Management
B.S., National Taiwan University
M.B.A., National Chiao Tung University
M.S., University of Pittsburgh
Ph.D., University of California at Berkeley

Carolyn Ringer Lepre, 2008

Associate Professor of Communication
B.A., Miami University
M.S., Ohio University
Ph.D., University of Florida

Kevin M. Lerner, 2014

Assistant Professor of Communication
B.A., University of Pennsylvania
M.A., Columbia University
Ph.D., Rutgers University

Kimery R. Levering, 2014

Assistant Professor of Psychology
B.S., The College of New Jersey
M.S., Binghamton University
Ph.D., Binghamton University

Richard Lewis, 1984

Professor of Art
B.F.A., State University of New York at Purchase
M.F.A., University of Michigan

Li Li, 2013

Assistant Professor of Accounting
B.B.A., Dongbei University
M.S., Dongbei University
M.S., Louisiana State University
Ph.D., Dongbei University

Kathleen S. Lill, 2014

Clinical Assistant Professor of Physician Assistant Studies
A.A.S., Paul Smith's College
B.S., State University of New York at Oneonta
A.A.S., Albany Medical College
M.S., Albany Medical College

James D. Luciana, 1990

Professor of Art
A.A., Orange Community College
B.S., State University of New York at New Paltz
M.F.A., Arizona State University

Thomas R. Lynch, 1991

Associate Professor of Environmental Science
B.A., University of Bridgeport
M.S., University of Bridgeport
Ph.D., Michigan State University

Gregory Machacek, 1992

Professor of English
B.A., St. John's University, Minnesota
Ph.D., Cornell University

Annamaria Maciocia, 1995

Senior Professional Lecturer of Paralegal Studies
B.A., Vassar College
J.D., Albany Law School, Union University

Nicholas Marshall, 2001

Associate Professor of History
B.A., Oberlin College
M.A., University of California at Davis
Ph.D., University of California at Davis

Cathy Martensen, 2007

Teaching Associate of Computing Technology
B.S., Marist College
M.S., Marist College
Advanced Teaching Certificate, Pace University

Anne Berinato Matheus, 2001

Associate Professor of Computing Technology
M.A., Marist College
M.S.C.S., Marist College
Ph.D., University of Albany

Carolyn C. Matheus, 2010

Assistant Professor of Computing Technology
B.A., Marist College
M.A., Marist College
Ph.D., University of Albany

Daniel McCormack, 1999

Senior Professional Lecturer of Art
B.S., Institute of Design, Illinois Institute of Technology
M.F.A., School of the Art Institute of Chicago

Richard J. McGovern, 1985

Associate Professor of Mathematics
B.A., Fordham University
M.A., University of Pennsylvania
Ph.D., University of Pennsylvania

Tracey Baldwin McGrail, 1996

Associate Professor of Mathematics
B.A., Saint Joseph's College
Ph.D., Wesleyan University

James Melitski, 2003

Associate Professor of Public Administration
B.S., Ithaca College
M.A., Montclair State University
Ph.D., Rutgers University

Stephen M. Mercier, 2007

Teaching Associate of English
B.S., Clark University
M.A., University of Rhode Island
Ph.D., University of Rhode Island

Frank Merenda, 2015

Assistant Professor of Criminal Justice
B.A., Lehman College
M.S., Lehman College
Ph.D., St. John's University

Roy Merolli, 1996

Professor of Public Policy and Administration
B.A., University of Connecticut
M.A., University of Connecticut
Ph.D., University of Connecticut

G. Timothy Mirabito, 2013

Assistant Professor of Communication
B.S., Ithaca College
M.S.Ed., University of Miami
Ph.D., University of Tennessee

Lee M. Miringoff, 1975

Assistant Professor of Political Science
B.A., Clark University
Ph.D., Massachusetts Institute of Technology

Erik W. Moody, 2004

Assistant Professor of Psychology
B.A., Manhattanville College
M.A., Kent State University
Ph.D., Kent State University

Mark J. Morreale, 2000

Senior Lecturer of English
B.A., Marist College
M.A., Ohio University

Kari Morrison, 2013

Professional Lecturer of Education
B.S., University of Wisconsin at LaCrosse
M.S., University of Minnesota
Ed.D., Walden University

Cathleen R. Muller, 2011

Teaching Associate in Philosophy
B.A., Swarthmore College
M.A., Tufts University
M.A., The Ohio State University
Ph.D., The Ohio State University

Gail Lavin Murphy, 2015

Clinical Assistant Professor of Physician Assistant Studies
A.S., Queensborough Community College
B.S., State University of New York Stony Brook
M.P.A.S., University of Nebraska

Dennis J. Murray, 1979

Professor of Public Administration
B.A., California State University
M.P.A., University of Southern California
Ph.D., University of Southern California

Vernon Q. Murray, 1993

Assistant Professor of Marketing
B.A., City University of New York
M.B.A., Michigan State University
Ph.D., University of Alabama

JoAnne Myers, 1986

Associate Professor of Political Science
B.A., Skidmore College
M.S., Rensselaer Polytechnic Institute
Ph.D., Rensselaer Polytechnic Institute

Justin Myers, 2013

Assistant Professor of Sociology
B.A., Sonoma State University
M.A., San Diego State University
Ph.D., City University of New York Graduate Center

Jocelyn M. Nadeau, 2005

Associate Professor of Chemistry
B.A., Smith College
Ph.D., Brown University

Prema Nakra, 1984

Professor of Marketing
B.A., Vikram University
M.A., Vikram University
M.B.A., Pace University
Ph.D., Vikram University

Lisa R. Neilson, 2007

Teaching Associate of English
B.A., College of the Holy Cross
M.A., State University of New York Empire College

Catherine Newkirk, 1982

Professor of Medical Technology
B.S., Marietta College
M.S., University of Bridgeport

Roger Norton, 1980

Associate Professor of Computing Technology
B.S., University of Massachusetts
M.A., Brandeis University
Ph.D., Syracuse University

Eric Nunez, 2014

Assistant Professor of Media Arts
B.F.A., Oberlin College
M.F.A., Parsons The New School for Design

Patrick S. O'Donnell, 2010

Assistant Professor of School Psychology
B.A., Siena College
M.S., Loyola College of Maryland
C.A.S., Marist College
Psy.D., State University of New York at Albany

Juan-Manuel Olivera-Silvera, 2015

Lecturer of Fashion
A.A.A., Ecole des Arts Appliques Leonard De Vinci
B.T.S., (A) Ecole Superieure des Arts Appliques Duperre

Michael E. O'Sullivan, 2007

Associate Professor of History
B.A., Canisius College
M.A., University of North Carolina at Chapel Hill
Ph.D., University of North Carolina at Chapel Hill

Terrance Paskell, 2010

Professional Lecturer of Medical Technology
B.A., State University of New York at New Paltz
M.A., State University of New York at New Paltz

Jamie L. Perillo, 2009

Professional Lecturer of Fashion Design
B.S., Fashion Institute of Technology

Mar Peter-Raoul, 1992

Assistant Professor of Religious Studies
B.A., Harpur College
M.A., University of Notre Dame
M.A., State University of New York at Binghamton
Ph.D., State University of New York at Binghamton

John E. Peters, 2009

Associate Professor of Economics
B.A., California State University at Sacramento
M.A., Ohio University
Ph.D., University of Southern California

Janine Peterson, 2007

Associate Professor of History
B.A., Fordham University
M.A., Fordham University
Ph.D., Indiana University

Jennifer A. Powers, 2013

Professional Lecturer of Education
B.A., Kent State University
B.S., Kent State University
M.A.T., Kent State University
Ph.D., Kent State University

Michael E. Powers, 2009

Associate Professor of Athletic Training
B.S., Northeastern University
M.S., University of Florida
Ph.D., University of Virginia

Henry J. Pratt, 2007

Associate Professor of Philosophy
B.A., University of Vermont
Ph.D., Ohio State University

Rocchina Pugliese, 2015

Clinical Assistant Professor of Physician Assistant Studies
B.S., Manhattan College
M.P.A.S., New York Institute of Technology

Juris Pupcenoks, 2012

Assistant Professor of Political Science
B.A., Westminster College (MO)
M.A., University of Delaware
Ph.D., University of Delaware

Elizabeth F. Purinton-Johnson, 2001

Associate Professor of Marketing
B.S.B.A., University of Maine at Orono
M.B.A., University of Rhode Island at Kingston
Ph.D., University of Rhode Island at Kingston

Elizabeth Lee Quinn, 2002

Associate Professor of Psychology
B.A., Marist College
M.A., Marist College
Ph.D., The Union Institute

Julie B. Raines, 2009

Associate Professor of Criminal Justice
B.A., North Carolina State University
J.D., Catholic University of America, Columbus School of Law
Ph.D., North Carolina State University

Caroline V. Rider, 1982

Associate Professor of Business
B.A., Smith College
J.D., New York University

Carol R. Rinke, 2013

Assistant Professor of Education
B.A., Stanford University
M.A.T., Teachers College Columbia University
Ph.D., University of Maryland at College Park

John T. Ritschdorff, 1970

Associate Professor of Mathematics
B.A., Marist College
M.S., New York University
Ph.D., New York University

Pablo Rivas-Perea, 2015

Assistant Professor of Computing Technology
M.S., Chihuahua Institute of Technology
Ph.D., University of Texas at El Paso

Jennifer Robinette, 2015

Assistant Professor of Communication
B.A., Marshall University
M.A., Marshall University
Ph.D., University of Kentucky

Ryan P. Rogers, 2013

Assistant Professor of Communication
B.A., University of Notre Dame
M.A., Syracuse University
Ph.D., University of North Carolina at Chapel Hill

Ivette Romero, 1995

Professor of Modern Languages
B.A., University of Puerto Rico – Mayagüez
M.A., Cornell University
Ph.D., Cornell University

Shannon L. Roper, 2001

Associate Professor of Communication
B.A., Marist College
M.A., William Paterson University
Ph.D., Rutgers University

Isabel M. Rose, 2003

Associate Professor of Social Work
B.S., Virginia Commonwealth University
M.S.W., Virginia Commonwealth University
Ph.D., State University of New York at Albany

Robyn Rosen, 1994

Professor of History
B.A., Brandeis University
M.A., State University of New York at Binghamton
Ph.D., State University of New York at Binghamton

Helen N. Rothberg, 1995

Professor of Management, Business Policy and Strategy
 B.A., Queens College
 M.B.A., Baruch College
 M. Phil., City University of New York Graduate Center
 Ph.D., City University of New York Graduate Center

Sonia M. Roy, 2005

Senior Professional Lecturer of Fashion Design
 B.F.A., Parsons School of Design

Andrew M. Ryder, 2002

Lecturer of Biology
 B.A., Skidmore College
 Ph.D., Cornell University

Doreen T. Saccomano, 2012

Assistant Professor of Education
 B.A., Lehman College
 M.S., College of New Rochelle
 Ed.D., Central Connecticut State University

Karen Schrier, 2011

Assistant Professor of Media Arts
 B.A., Amherst College
 M.S., Massachusetts Institute of Technology
 Ed.D., Columbia University

Donald R. Schwartz, 2013

Associate Professor of Computing Technology
 B.S., University of Louisiana at Lafayette
 M.S., University of Louisiana at Lafayette
 Ph.D., University of Louisiana at Lafayette

Subir Sengupta, 1998

Associate Professor of Advertising
 B.A., Jadavpur University
 M.A., The University of Georgia
 Ph.D., The University of Georgia

Martin B. Shaffer, 1994

Associate Professor of Political Science
 B.A., LeMoyne College
 M.A., State University of New York at Albany
 Ph.D., State University of New York at Albany

Brigid Shanley, 2014

Professional Lecturer of Medical Technology
 B.S., University of Scranton
 M.S., New York Medical College

Sasha L. Shivers, 2014

Teaching Associate in Philosophy
 B.A., State University of New York at New Paltz
 M.A., Bristol University
 Ph.D., Binghamton University

Lawrence G. Singleton, 2013

Professor of Accounting and International Business
 B.S., Louisiana State University
 M.S., Louisiana State University
 Ph.D., Louisiana State University

Ken Sloan, 2003

Associate Professor of Management
 B.A., Cleveland State University
 M.P.A., Cleveland State University
 M.B.A., Cleveland State University
 Ph.D., George Washington University

Ed Smith, 2005

Professor of Art
 B.F.A., Pratt Institute
 M.F.A., Columbia University

Michelle C. Smith, 2012

Assistant Professor of English
 B.A., University of Richmond
 M.A., The Pennsylvania State University
 Ph.D., The Pennsylvania State University

James G. Snyder, 2008

Associate Professor of Philosophy
 B.S., Manhattan College
 Ph.D., The City University of New York

Lisa M. Stephens, 2007

Lecturer of Chemistry
 B.S., Arizona State University
 B.S., State University of New York at Brockport
 M.A., Colgate Rochester Divinity School
 M.S., Albert Einstein College of Medicine

Janet Stivers, 1985

Professor of Special Education
 B.A., Mt. St. Mary College
 M.A., Assumption College
 Ph.D., State University of New York at Albany

Mary M. Stone, 2014

Assistant Professor of Psychology
 B.A., New York University
 Ed.M., Teachers College, Columbia University
 Ph.D., Fordham University

Keith Strudler, 2000

Associate Professor of Communication
 B.A., Cornell University
 M.Ed., University of St. Thomas
 Ph.D., University of Florida

Della Lee Sue, 2000

Assistant Professor of Economics
 A.B., Mount Holyoke College
 M.A., Boston University
 M.Phil. Columbia University
 Ph.D., Columbia University

Edward J. Sullivan, 2011

Associate Professor of Education
 B.S., Southern Connecticut State University
 M.S., New York University
 Ed.D., New York University

Zsuzsanna R. Szabo, 2010

Associate Professor of Education
 B.S., Civil Engineering Technical University of Cluj-Napoca
 B.A., Theology Alba-Iulia
 B.S., Bolyai University
 M.Ed., State University of New York at Buffalo
 Ph.D., University of Arizona

Katherine C. Trella, 2011

Assistant Professor of Special Education
 B.S., State University of New York at Geneseo
 M.S., State University of New York at Geneseo
 Ph.D., University of North Carolina at Charlotte

Gregory J. Tully, 1996

Associate Professor of Accounting
 A.B., Georgetown University
 Ph.D., University of California at Berkeley

Georganna L. Ulary, 2002

Assistant Professor of Philosophy
 B.S., Towson State University
 M.A., Duquesne University
 Ph.D., Duquesne University

Mary Van Demark, 2010

Professional Lecturer of Medical Technology
 B.S., State University of New York at Fredonia
 M.A., Marist College

William E. Van Ornum, 1988

Professor of Psychology
 B.S., DePaul University
 Ph.D., Loyola University of Chicago

Christina A. Vertullo, 1985

Distinguished Lecturer of Mathematics
 B.A., The College of St. Rose
 M.S., State University of New York at New Paltz
 M.S., Marist College

Kathleen Vigil, 2013

Assistant Professor of Education
 B.S., University of North Carolina at Chapel Hill
 M.Ed., University of Massachusetts at Amherst

Xiaoli Wang, 2011

Assistant Professor of Finance
 B.E., Xi'an Jiaotong University
 M.B.A., Rutgers University
 Ph.D., Rutgers University

Yu-Wei Wang, 2012

Assistant Professor of Finance
 B.A., State University of New York at Buffalo
 M.A., State University of New York at Buffalo
 M.B.A., The Garvin School of International Management
 Ph.D., University of South Florida

J. Donald Warren, Jr., 2015

Schlobach Distinguished Chair and Professor of Accounting
 B.B.A., Lamar University
 M.B.A., George Washington University
 Ph.D., Texas A & M University

Melinda Weisberg, 2014

Assistant Professor of Management
 B.A., North Central College
 M.Ed., Edgewood College

Thomas S. Wermuth, 1992

Associate Professor of History
 B.A., Marist College
 M.A., State University of New York at Albany
 Ph.D., State University of New York at Binghamton

Sarah Williams, 2007

Senior Lecturer of Music
 B.M., University of North Texas
 M.M., State University of New York at Binghamton

Stacy A. S. Williams, 2013

Assistant Professor of Psychology
 B.A., Amherst College
 M.A., University of Massachusetts at Amherst
 Ph.D., University of Massachusetts at Amherst

David Woolner, 1999

Associate Professor of History
 B.A., University of Minnesota
 M.A., McGill University
 Ph.D., McGill University

Elisa M. Woolridge, 2002

Associate Professor of Chemistry
 B.S., Millersville University of Pennsylvania
 Ph.D., State University of New York at Stony Brook

Anne G. Zahradnik, 2010

Assistant Professor of Health Care Management
 B.A., University of Pittsburgh
 M.A., Western Michigan University
 Ph.D., Western Michigan University

Adam Zaretsky, 2014

Professional Lecturer of Media Arts
 B.F.A., University of California at Davis
 M.F.A., The School of the Art Institute of Chicago
 Ph.D., Rensselaer Polytechnic Institute

Joseph N. Zeppetello, 1997

Senior Professional Lecturer of English
 B.A., State University of New York at Oswego
 M.A., State University of New York at Albany
 D.A., State University of New York at Albany

Bowu Zhang, 2015

Assistant Professor of Computing Technology
 B.S., University of Science and Technology of China
 Ph.D., George Washington University

Tianchi Zhang, 2015

Assistant Professor of Computing Technology
 B.S., Nanjing University
 M.S., State University of New York at Albany
 Ph.D., State University of New York at Albany

Thomas W. Zurhellen, 2004

Associate Professor of English
 B.A., Beloit College
 M.A., Western Washington University
 M.F.A., University of Alabama

EMERITI FACULTY**Donald Anderson, 1984**

Professor of English
 B.A., Hartwick College
 M.A., University of Arizona
 Ph.D., University of Arizona

Maurice Bibeau, 1964

Professor of Spanish
 B.A., Marist College
 M.A., St. John's University

Anne L. Botsford, 1995

Professor of Social Work
 A.B., Barnard College
 M.S., Fordham University
 M.S.C.S., Syracuse University

Jurgis H. Brakas, 1990

Professor of Philosophy
 A.B., Princeton University
 M.A., Columbia University
 M.Phil., Columbia University
 Ph.D., Columbia University

Janice A. Casey, 1977

Professor of English
 B.A., Wellesley College
 M.Ed., Boston University

Gerard A. Cox, 1967

Professor of English
 B.A., Marist College
 M.A., Hunter College
 Newspaper Fund Fellow, Columbia University
 Certificate, RCA Institute

William R. Eidle, 1965

Professor of Psychology
 B.S., Fordham University
 M.A., Fordham University
 Ph.D., Fordham University

J. James Fahey, 1990

Professor of Communication
 B.S., University of Arizona
 M.B.A., University of Arizona

Craig Fisher, 1989

Professor of Computing Technology
 B.S., State University of New York at Oswego
 M.A., Ball State University, Indiana
 Ph.D., State University of New York at Albany

Helen M. Hayes, 1983

Professor of Computing Technology
 B.A., College of St. Elizabeth
 M.S., Fordham University
 M.S.C.S., Syracuse University

John C. Kelly, 1962

Professor of Economics
 B.S.S., Fairfield University
 Ph.D., Boston College

Jeptha H. Lanning, 1964

Professor of Communication
 B.A., Marist College
 M.A., St. John's University
 Ph.D., Catholic University of America

Barbara Lavin-McEleney, 1976

Professor of Criminal Justice
 B.A., Fordham University
 M.A., Fordham University
 Ph.D., Fordham University

Robert P. Lewis, 1963

Professor of English
 B.A., Manhattan College
 M.A., Columbia University
 Ph.D., New York University

Bruce Luske, 1993

Professor of Sociology
 B.A., Sonoma State University
 M.A., University of California at Santa Cruz

Marjorie Millicker-Schratz, 1975

Professor of Psychology
 B.A., Marist College
 M.S., University of Bridgeport
 Ph.D., Fordham University

Augustine J. Nolan, 1968

Professor of Communication
 B.A., Marist College
 M.A., St. John's University
 M.S., St. John's University
 M.A., Fairfield University

Casimir Norkeliunas, 1963

Professor of Russian and German
B.A., University of Bridgeport
M.A., Fordham University
Ph.D., New York University

Edward J. O'Keefe, 1967

Professor of Psychology
B.S., Iona College
M.A., Fordham University
Ph.D., Fordham University

Peter O'Keefe, 1967

Professor of History
B.A., St. Mary's College
B.A., Iona College
M.A., Hunter College
Ph.D., Fordham University

Theodore O. Prenting, 1968

Professor of Business
M.B.A., University of Chicago

Laurence J. Sullivan, 1967

Professor of Religious Studies
B.A., Marist College
M.A., Catholic University of America
Diploma, Collegio Internazionale, Rome, Italy
C.A.C., New York State University
M.S., Iona College

Eileen Taylor-Appleby, 1982

Professor of Social Work
B.A., Lycoming College
M.S.W., Adelphi University
Ph.D., New York University

Milton Teichman, 1962

Professor of English
B.A., Brooklyn College
M.A., Duke University
Ph.D., University of Chicago

Vincent Toscano, 1965

Professor of History
B.A., Muhlenberg College
M.A., Seton Hall University
Ph.D., State University of New York at Albany

Louis C. Zuccarello, 1966

Professor of Political Science
B.A., St. John's University
M.S., Fordham University
M.A., Fordham University
Ph.D., Fordham University

ADJUNCT FACULTY

Robert Abrams

Adjunct Instructor of System z
B.S.E.E., University of New Haven
M.S., University of Connecticut

Michael Ackerbauer

Adjunct Instructor of Computing Technology
B.B.A., Pace University
M.S., Buffalo State College

Brian Adams

Adjunct Instructor of Physical Education
B.A., Connecticut College

Nisa Albert

Adjunct Instructor of Computing Technology
B.S., Marist College
M.S., Marist College

Fred Anderson

Adjunct Instructor of English
A.A., Dutchess Community College
B.A., State University of New York at New Paltz
B.A., State University of New York at New Paltz
M.A., New York University
M.A., University of Connecticut
Ph.D., New York University

John Anzevino

Adjunct Instructor of Environmental Science
B.A., University of Maryland

Robert B. Appleton

Adjunct Instructor of Public Administration
B.S., Norwich University Military College of Vermont
M.P.A., Marist College

Juan Arias

Adjunct Instructor of Computing Technology
B.S., Universidad Simón Bolívar
M.S., Universidad Simón Bolívar
M.B.A., New York University, Leonard N. Stern School of Business
Ph.D., Penn State University

Jeffrey Armstrong

Adjunct Instructor of Music
B.S., State University of New York at New Paltz
M.F.A., Bard College

Jared Aswegen

Adjunct Instructor of Fashion

Patricia Atkinson

Adjunct Instructor of Communication
B.S., Philadelphia University
M.S., Marist College

Julian Baker

Adjunct Instructor of Music
B.A., Leeds College of Music

Stephen Ballanco

Adjunct Instructor of Mathematics
B.S., Louisiana State University
M.S., Union College

Dennis Barnett

Adjunct Instructor of Liberal Studies
B.S., Herbert H. Lehman College of the City University of New York
M.S., Fordham University

James E. Baumann

Adjunct Instructor of Communication
B.A., Marist College

Donna Baumler

Adjunct Instructor of English
B.A., Pace University
M.A., State University of New York at New Paltz

Mary Ellen Beagan

Adjunct Instructor of Mathematics
B.S., Manhattan College
M.B.A., Manhattan College

Ian Becker

Adjunct Instructor of Computing Technology
B.S., Marist College
M.S., Marist College

Vincent Begley

Adjunct Instructor of Communication
B.A., Marist College
M.S.Ed., Mount Saint Mary College

Jennifer Belton

Adjunct Instructor of Fashion
B.F.A., Parson School of Design, The New School

Goretti Benca

Adjunct Instructor of English
B.A., St. Bonaventure University
M.A., State University of New York at New Paltz

William Benedetto

Adjunct Instructor of History
M.A., University of Akron

Douglas Beneway

Adjunct Instructor of Psychology
B.A., State University of New York at New Paltz
M.A., Marist College

Vernon Benjamin

B.A., Siena College
M.A., Long Island University

Lawrence Berger

Adjunct Instructor of Philosophy
B.A., Temple University
M.A., Temple University
Ph.D., Wharton School, University of Pennsylvania

Kevin Bergin

Adjunct Instructor of Business
B.S., Fordham University
M.S., Long Island University

Duane Beyer

Adjunct Instructor of IDCP
B.S., Marist College

Stacie Biancardi

Adjunct Instructor of Communication
B.A., Stonehill College
M.A., Marist College

James Biffle

Adjunct Instructor of Media Arts
B.A., West Texas A & M University

Kali Bird

Adjunct Instructor of Environmental Science
B.S., Oklahoma Baptist University
M.S., Michigan State University

Thomas Bisogno

Adjunct Instructor of Communication
B.A., St. John's University
M.B.A., Pace Graduate School of Business

Maureen Black

Adjunct Instructor of Computing Technology
B.A., Gettysburg College
M.S., Union College

Susan Black-Brown

Adjunct Instructor of Music
M.Mus., Western Michigan University

Melanie Bolstad

Adjunct Instructor of Physical Education
B.S., University of Maryland
M.S., Ithaca College

Patrick Bova

Adjunct Instructor of Philosophy
B.A., Bard College
M.A., The New School for Social Research

Christopher Bowser

Adjunct Instructor of Liberal Studies and Environmental Science
B.A., Rutgers University
M.A., Clark University

Shawn Boyce

Adjunct Instructor of History
B.A., State University of New York at Binghamton
M.A., State University of New York at New Paltz

Lynn Boyer

Adjunct Instructor of Philosophy
B.A., Drew University - Brothers College
M.Div., Drew University
S.T.M., Temple University
M.A., New York University

James Brady

Adjunct Instructor of Psychology
B.A., Marist College
M.A., Marist College
M.A., Marist College

Michael Britt

Adjunct Instructor of Psychology
B.A., Marist College
Ph.D., State University of New York at Albany

Irene Buccieri

Adjunct Instructor of Fashion
B.S., Mount St. Mary College
M.B.A., Mount St. Mary College

David Bunn

Adjunct Instructor of Psychology
A.A.S., Dutchess Community College
B.S.W., Marist College
M.A., Marist College

Sabrina Burke

Adjunct Instructor of Mathematics
M.S., University of Vermont

Patricia Burns

Adjunct Instructor of Communication
B.S., Marist College
M.A., Marist College

Fadi Busaba

Adjunct Instructor in Computing Technology
M.S., North Carolina Agricultural and Technical State University
Ph.D., North Carolina State University

Kathy Butsko

Adjunct Instructor in Communication
B.S., Marist College
M.A., Marist College

Heather Butt

Adjunct Instructor of Social Work
B.S.W., Loyola University
M.S.W., University of Connecticut

Peter Buttitta

Adjunct Instructor of Education
B.A., Marist College
M.A., Marist College

Janine Buxton

Adjunct Instructor of Psychology
B.A., State University of New York at Albany
M.S., State University of New York at Albany

Michael Buzzetti

Adjunct Instructor of Computing Technology
B.S., Clarkson University

Nicholas Caluori

Adjunct Instructor of Music
B.A., Florida State University
M.S., Southern Methodist University

Stephanie Calvano

Adjunct Instructor of Communication
B.A., Marist College
M.S., University of New Haven

Shannon Champion

Adjunct Instructor of Medical Technology
B.S., Marist College

Jeffrey Canino

Adjunct Instructor of English
B.A., State University of New York at New Paltz
M.A., State University of New York at New Paltz

Frank Caparelli

Adjunct Instructor of Mathematics
B.S., Iona College
M.A., Columbia University

Christopher Carille

Adjunct Instructor of Biology
B.S., State University of New York at Oneonta
M.A., Miami University

Leslie Carroll

Adjunct Instructor of Athletic Training
B.A., Roger Williams College
M.A., Michigan State University
M.S.W., Arizona State University

Jeffrey Carter

Adjunct Instructor of Athletic Training
B.S., State University of New York at Cortland
M.S., Old Dominion University

John Cary

Adjunct Instructor of Business
B.S., University of Alabama
M.B.A., Loyola University – New Orleans
Ed. D., St. John Fisher College

Michael J. Caslin, III

Adjunct Instructor of Business
M.B.A., Babson College

George Castiglione

Adjunct Instructor of Education
B.A., Marist College
M.S., State University of New York at New Paltz
Ed.D., Nova Southeastern University

Jennifer Cauthers

Adjunct Instructor of Biology
B.S., Cornell University
M.S., New York Institute of Technology

Patricia Cerniglia

Adjunct Instructor of Education
B.S., University of Vermont
M.S., St. Thomas Aquinas College

Joseph Chaky

Adjunct Instructor of Computing Technology
B.S., Union College
M.S., Youngstown State University

Cassie Chapman

Adjunct Instructor of English
B.A., Marist College
M.S.T., State University of New York at New Paltz

Daniela Charter

Adjunct Instructor of Political Science
B.A., Marist College
M.P.A., Marist College

Frank Chase

Adjunct Instructor of Criminal Justice
B.A., State University of New York at Hampton
J.D., University of San Diego School of Law

Su-Wan Chien

Adjunct instructor of Modern Languages
M.S., Syracuse University

Terry M. Ciccaglione

Adjunct Instructor of Business and Finance
B.S., Michigan State University
M.S., Michigan State University
M.B.A., Marist College

Paul Ciminello

Adjunct Instructor of Environmental Science
B.A., Tufts University
M.A., Duke University
M.Env.Mgmt., Duke University

Michael Cirulli

Adjunct Instructor of System z
B.S., Union College
M.S., Rensselaer Polytechnic Institute

Kelly Clear

Adjunct Instructor of Computing Technology
B.S., University of New Haven
M.S., Utica College

Suzanne Clune

Adjunct Instructor of Music
B.F.A., Purchase College Conservatory of Music
M.A., Columbia University

Peter Colaizzo

Adjunct Instructor of Physical Education and Communication
B.A., Marist College

Marlene Colonna

Adjunct Instructor of Education
B.A., City University of New York, Hunter College
M.A.T., State University of New York at New Paltz
M.S., The College of Saint Rose

David Conover

Adjunct Instructor of Environmental Science
B.S., Syracuse University
M.S., Antioch New England Graduate School

Robert Conti

Adjunct Instructor of Mathematics
B.S., Manhattan College
M.B.A., Pace University
M.S., Mount Saint Mary College

Toni Constantino

Adjunct Instructor of Liberal Studies and English
B.S., Marist College
M.P.A., Marist College

Joseph N. Cooper

Adjunct Instructor of Liberal Studies
B.A., Mount Saint Mary College
M.S., Mercy College

Judith Cooper

Adjunct Instructor of Biology
B.S., Russell Sage College
M.S., Long Island University

Erin Cosgrove

Adjunct Instructor of Education
B.S., Iona College
M.S., New York Institute of Technology

Jennifer Costello

Adjunct Instructor of Biology
B.S., Rutgers University
M.S., College of Staten Island
Ph.D., City University of New York

Daniel Costura

Adjunct Instructor of Anthropology
B.S., Ball State University
M.A., Cornell University

Faith Cousens

Adjunct Instructor of Psychology
A.B., Vassar College
M.S., State University of New York at New Paltz

Jose Crego

Adjunct Instructor of Social Work
B.A., Ashford University
M.S.W., Adelphi University

Christie Cruse

Adjunct Instructor of Liberal Studies
B.S., State University of New York at Geneseo
M.S., Mercy College
Ed.D., Nova Southeastern University

Michael A. Cruz

Adjunct Instructor of Psychology
B.A., The College of Saint Rose
M.A., Iona College

Peter Curtis

Adjunct Instructor of IDCP
B.S., New York Institute of Technology
M.S., New York Institute of Technology

Richard Cusano

Adjunct Instructor of Academic Support
B.A., Marist College
M.B.A., Marist College

Gregory Dallari

Adjunct Instructor of Computing Technology
B.S., Marist College
M.S., Rensselaer Polytechnic Institute

Shahram Daneshvar

Adjunct Instructor of Computing Technology
B.S., Polytechnic University Brooklyn
M.S., Polytechnic University Brooklyn

Paul Daniels

Adjunct Instructor of Economics
A.A.S., Orange County Community College
B.S., State University of New York at New Paltz
M.B.A., State University of New York at New Paltz

Gregory Daynes

Adjunct Instructor of IDCP
B.S., State University of New York at Binghamton

Susan Decker

Adjunct Instructor of Education
B.A., State University of New York at Buffalo
M.P.S., State University of New York at New Paltz

Marlis Decker-Paffenroth

Adjunct Instructor of English
B.A., St. John's College
M.A., Harvard University Extension

Christopher DelCampo

Adjunct Instructor of English
B.A., State University of New York at New Paltz

Pasquale Delli Carpini

Adjunct Instructor of Modern Languages
B.A., Fordham University
M.S., Western Connecticut State University

Johan de Meij

Adjunct Instructor of Music
Royal Conservatory of Music in The Hague

Christopher Dennehy

Adjunct Instructor of Psychology
B.A., Montclair State University
M.A., Fordham University

Terence F. Bertrand Dewsnap

Adjunct Instructor of Art
B.A., Bard College
M.A., Columbia University
M.Phil., Columbia University
Ph.D., Columbia University

Kathryn DiCorcia

Adjunct Instructor of English
B.S., State University of New York at New Paltz
M.S.Ed., State University of New York at New Paltz

Amanda Dixon

Adjunct Instructor of Psychology
B.A., Montclair State University
M.S., State University of New York at New Paltz

Alison Dobrick

Adjunct Instructor of Education
B.A., Brandeis University
M.Ed., Florida Atlantic University
Ed.D., Florida Atlantic University

John Dodson

Adjunct Instructor of Economics
B.S., U.S. Military Academy
M.B.A., Harvard University

Sean Donnellan

Adjunct Instructor of Computing Technology
B.S., Columbia University
M.B.A., Pace University

William Doolittle

Adjunct Instructor of Environmental Science
B.S., Tufts University
M.S., University of Tennessee
Ph.D., University of Tennessee

Kerry Dore

Adjunct Instructor of Anthropology
B.A., Franklin and Marshall College
M.S., University of Wisconsin

Cheryl DuBois

Adjunct Instructor of Computing Technology
B.S., Marist College
B.A., Marist College
M.P.A., Marist College

James Duryea

Adjunct Instructor of Communication
B.A., Lebanon Valley College

Stewart Dutfeld

Adjunct Instructor of Liberal Studies
M.A. New College, Oxford, UK
M.S.E., Seattle University
Ed.D., Seattle University

Renee Eastabrooks

Adjunct Instructor of Philosophy & English
B.A., Hunter College
M.T.S., Harvard University
J.D., Fordham University School of Law

Linda Eckert

Adjunct Instructor of Music
M.A., Northwestern University

Joseph Ellman

Adjunct Instructor of Criminal Justice
B.S., Mercy College
M.S., Long Island University
M.P.A., Marist College

Ellen Enisman

Adjunct Instructor for Career Development
M.A., Adelphi University

Peter Enrico

Adjunct Instructor of IDCP
B.S., State University of New York at Albany

Linda Fakhoury

Adjunct Instructor of Paralegal Studies
B.S., Marist College
J.D., Western New England College School of Law

Ester Fallon

Adjunct Instructor of Modern Languages
B.S., State University of New York at Purchase
M.A., State University of New York at Purchase

David Farber

Adjunct Instructor of English
B.A., Brandeis University
M.A., Adams State College
M.S.Ed, Mount Saint Mary College

Julia Farrell-Falco

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.A., State University of New York at New Paltz

Thomas Farruggella

Adjunct Instructor of Biology
B.A., State University of New York at Buffalo
M.S., State University of New York at Buffalo
N.D., Clayton College of Natural Health

Babette Fasolino

Adjunct Instructor of Communication
B.A., California State University at Long Beach
M.A., Marist College

Werner Feibel

Adjunct Instructor of Mathematics
B.A., Columbia University
M.S., University of California, Santa Cruz
Ph.D., University of California, Santa Cruz

Victoria Ferrara

Adjunct Instructor of Psychology
B.A., Eastern University
M.S., State University of New York at Albany
Ph.D., Capella University

Nate Fields

Adjunct Instructor of Athletics
B.A., Marist College
M.A., Marist College

Howard Fink

Adjunct Instructor of Modern Languages
B.A., Queens College
M.A., City University of New York

J. Theodore Fink

Adjunct Instructor of Environmental Science
B.A., University of Buffalo
M.P.A., University of Illinois

Emily Fiore

Adjunct Instructor of Music
B.A., Marist College

Jane Fiore

Adjunct Instructor of Academic Support
B.S., State University of New York at New Paltz
M.S., College of New Rochelle

James Fiorio

Adjunct Instructor of Liberal Studies
B.S., Mount Saint Mary College
M.B.A., Mount Saint Mary College

Marc Fisher

Adjunct Instructor of English
A.S., New York City Community College
B.S., Long Island University
M.A., Brooklyn College

Brady Fister

Adjunct Instructor of Education
B.S., University of Dayton
M.S., State University of New York at New Paltz
Ed.D., University of Houston

Joseph Fitzpatrick

Adjunct Instructor of Education
B.A., Marist College
M.S., State University of New York at New Paltz

Roberta Flath

Adjunct Instructor of Computing Technology
B.S., Westfield State College
B.S., Miami University, Ohio
M.S., US. Army War College
M.S., Purdue University

Susan Flynn

Adjunct Instructor of Paralegal
B.A., Ramapo College
J.D., Pace University School of Law

Frank Foehrenbach

Adjunct Instructor of Computing Technology
B.S., Marist College
M.S., Marist College

Richard D. Forbes

Adjunct Instructor of Business
B.A., Tulane University
J.D., Brooklyn Law School

Stephen Ford

Adjunct Instructor of Education
B.A., Pace University
M.S., State University of New York at New Paltz

Jean-Claude Fouéré

Adjunct Instructor of Business
M.Sc., INSA, Lyon, France
M.Sc., University of Rochester

Tiffany Francesc

Adjunct Instructor of Psychology
B.A., Iona College
M.A., Iona College

Kelly E. Francis

Adjunct Instructor of Philosophy
B.A., Marist College
M.A., Loyola University of Chicago
M.S.T., Catholic Theological Union

Daniel Franke

Adjunct Instructor of History
A.A., Columbia College
B.A., Rice University
M.A., University Rochester
Ph.D., University Rochester

Edward Freer

Adjunct Instructor of Criminal Justice
B.A., Marist College
J.D., Pace University Law School

Linda Gaines

Adjunct Instructor of Liberal Studies
B.S., Marist College
M.S., Drexel University

Anne Galante

Adjunct Instructor of Computing Technology
M.S., Long Island University Post Campus

Gregory Gallina

Adjunct Instructor of Liberal Studies
B.S., Wagner College
M.S., State University of New York at New Paltz

Salvatore Gambino

Adjunct Instructor of Mathematics
B.S., State University of New York at Albany
M.S., State University of New York at Albany

David Gandin

Adjunct Instructor of Business
B.A., Vassar College
J.D., American University

Terri J. Garofalo

Adjunct Instructor of Media Arts
B.A., University of Hartford Art School
M.M.D., Full Sail University

Alyssa Gates

Adjunct Instructor of Academic Support
B.S., Mansfield University of Pennsylvania
M.Ed., Kutztown University of Pennsylvania

Antoinette Gazzaniga

Adjunct Instructor of English
B.A., Merrimack College
M.A., State College at North Adams, Massachusetts

Vincent J. Giancaspro

Adjunct Instructor of Business
B.S., Polytechnic Institute of New York
M.S., Polytechnic University
M.B.A., Marist College

Grace A. Gibbons

Adjunct Instructor of English
B.A., University of Pittsburgh
M.A., Marist College

Edward Ginsberg

Adjunct Instructor of Economics
M.S. Sc., Syracuse University

Anthony Giorgio

Adjunct Instructor of Computing Technology
B.S., Polytechnic University, Farmingdale, NY

Dean Goddard

Adjunct Instructor of Environmental Science
B.A., University of the State of New York, Regents College
M.A., State University of New York at New Paltz

Jessica Gold

Adjunct Instructor of Medical Technology
B.S., University of Delaware
M.S., C.W. Post

Gabriel Gomes

Adjunct Instructor of Philosophy
B.A., University of Notre Dame
M.A., Holy Cross College
M.A., University of Notre Dame
Ph.D., Columbia University

Michael A. Gomez

Adjunct Instructor of Media Arts
B.B.A., Florida State University
M.A., Bowling Green State University

Michael Gongas

Adjunct Instructor of Physical Education
B.S., Adelphi University

Patrick Gosselin

Adjunct Instructor of Economics
B.A., University of Richmond
M.B.A., Texas A & M University

Amanda Greco

Adjunct Instructor of Health Education
B.S., Sacred Heart University
M.S., California University of Pennsylvania

Ronald Greene

Adjunct Instructor of Social Work
B.A., State University of New York at Binghamton
M.S., Columbia University School of Social Work

Margaret Greenly

Adjunct Instructor of Business and Public Administration
B.A., Seton Hill University
M.S.W., Columbia University
M.P.A., Marist College

Jackie Gregory

Adjunct Instructor of Art
B.A., Montclair State College
M.A., Marywood College

Gerard Gretzinger

Adjunct Instructor of Education
B.A., Marist College
M.A., Middlebury College

Gina Guarente

Adjunct Instructor of English
B.A., Adelphi University
M.A., New York Institute of Technology

Abraham Guerra

Adjunct Instructor of Computing Technology
B.S., Pace University
M.S., Pace University
D.P.S., Pace University

Raymond Haberski

Adjunct Instructor of Education
B.A., Hunter College
M.S., Hofstra University

Augusto Hachthoun

Adjunct Instructor of Modern Languages
B.A., University of South Florida
Ph.D., University of Florida

Noura Hajjaj

Adjunct Instructor of Modern Languages
B.A., Lebanese University
M.A., Marist College

Hans Hallundback

Adjunct Instructor of Religious Studies
B.S. Aarhus Denmark
M.Th., Maryknoll School of Theology
M.Div., New York Theological Seminary
D.Min., New York Theological Seminary

Sheila Hamilton

Adjunct Instructor of Music
B.S., State University of New York at New Paltz
B.A., Universitat Tubingen Germany

Cornelia Harris

Adjunct Instructor of Environmental Science
B.S., Vassar College
M.A., Johns Hopkins University

Michael Hattar

Adjunct Instructor of Business
B.A., Iona College
M.B.A., Marist College

Diane Hayes

Adjunct Instructor of Academic Support
B.S., State University of New York, Empire State College
M.S.Ed., Long Island University

Robin Hecht

Adjunct Instructor of Education
B.S., State University of New York at Buffalo
M.S., Mount Saint Mary College

David Heinzinger

Adjunct Instructor of Fashion
B.A., Marist College

Thaddeus Herman

Adjunct Instructor of Physics
B.S., University of Arizona
M.A., SUNY, New Paltz

James T. Hermann

Adjunct Instructor of Communication
B.A., Western Kentucky University
M.P.A., Marist College

Lois Hicks-Wozniak

Adjunct Instructor of Music
M.A., Florida State University

Wendy Higgins

Adjunct Instructor of Career Development
A.A.S., Johnson & Wales University
B.S., Johnson & Wales University

Rena Hill

Adjunct Instructor of Accounting and Public Administration
A.A.S., Dutchess Community College
B.S., Marist College
M.P.A., Marist College

Gretchen Hirsch

Adjunct Instructor of Fashion
B.F.A., New York University

Dorothy Hourican

Adjunct Instructor of Computing Technology
B.S., Marist College

Maung Htoo

Adjunct Instructor of Chemistry
B.S., University of Maine
M.S., University of Maine
Ph.D., Rensselaer Polytechnic Institute

Michael Humiston

Adjunct Instructor of Philosophy
B.A., Linfield College
M.A., University of Wisconsin
Ph.D., University of Wisconsin

Jennifer Hunt

Adjunct Instructor of Education
B.A., State University of New York at Albany
M.A., St. Louis University, Madrid Campus

Jackie Hiroe Imai

Adjunct Instructor of Modern Languages
A.A., Nanzan Junior College
A.A.S., Elizabeth Seton College
B.S., Mercy College
M.A., St. John's University

Lauren Imperiale

Adjunct Instructor of Economics
B.A., State University of New York at New Paltz
M.B.A., State University of New York at New Paltz

Tracy Lindauer Incorvaia

Adjunct Instructor of Paralegal Studies
B.S., Marist College
JD, Albany Law School of Union University

Patricia Isaza

Adjunct Instructor of Art
B.F.A., School of Visual Arts, NY

Sheila Isenberg

Adjunct Instructor of English
B.A., Brooklyn College of the City University of New York

Natalie Jackson

Adjunct Instructor of Mathematics
B.A., West Texas A&M University
M.A., University of Oklahoma
Ph.D., University of Oklahoma

Peter Jacobs

Adjunct Instructor of Business
B.A., University of California at Berkeley
M.B.A., Cornell University

Gwenno James

Adjunct Instructor of Fashion
B.A., St. Martin's School of Art, London

Richard Johns

Adjunct Instructor of Business
B.A., Mercyhurst College
M.A., Duquesne University

Clarence Johnson

Adjunct Instructor of Physical Education
B.A., West Chester University

William C. Johnston

Adjunct Instructor of System z
A.A.S., Ulster Community College

Eric P. Jones

Adjunct Instructor of Communication
B.S., Syracuse University

Christopher Juliano

Adjunct Instructor Physical Education
A.S., Dutchess Community College

George Kassimis

Adjunct Instructor of Philosophy
B.A., Marist College
M.A., Washington State University

Jonathon Kaufman

Adjunct Instructor of Computing Technology
B.S., National University
M.S., National University

Laura Kaufman

Adjunct Instructor of Art
B.A., Vassar College
M.F.A., Rhode Island School of Design

Navneet Kaur

Adjunct Instructor of Chemistry
B.S., Guru Nanak Dev University
M.A., Guru Nanak Dev University
Ph.D., Guru Nanak Dev University

James P. Kelley

Adjunct Instructor of Business
B.A., Marist College
J.D., Hamline University

Francis Kelly, FMS

Adjunct Instructor of Religious Studies
B.A., Marist College
M.P.S., Loyola University
M.T.S., Catholic Theological Union at Chicago

Maryann Kelly

Adjunct Instructor of History
B.A., Concordia College
M.A., Indiana University

Eileen Kerins

Adjunct Instructor of Education
B.A., College of Mount Saint Vincent
M.S., City University of New York, Hunter College
M.A., Pace University

Kateri Kosek

Adjunct Instructor of English
B.A., Vassar College
M.F.A., Western Connecticut State University at Danbury

Raphael H. Kosek

Adjunct Instructor of English
B.A., Vassar College
M.A., Western Connecticut State College

Thomas Koziak

Adjunct Instructor of Criminal Justice
B.A., New England College
M.P.A., City University of New York- John Jay College of Criminal Justice

John Kruse

Adjunct Instructor of Physical Education
B.S., Marist College

Atul Kumar

Adjunct Instructor of Computing Technology
B.S., Meerut University
M.S., Meerut University
M.S., North Central College

Scott O. Kuster

Adjunct Instructor of Biology
B.S., University of Buffalo
M.S., State University of New York at New Paltz

Roberta Kyle

Adjunct Instructor of Liberal Studies
B.A., University of New Hampshire
M.A., University of New Hampshire
M.A. I. A., School for International Training
Ph.D., University of San Francisco

Samuel Laganaro

Adjunct Instructor of Paralegal Studies
B.A., Long Island University
J.D., California Western School of Law

Carla LaGreca

Adjunct Instructor of English
B.A., Marist College
M.A., Fordham University

Paul Lahey

Adjunct Instructor of Criminal Justice
B.S., Cornell University
J.D., Pace University

Richard Lahey

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz
M.S., College of New Rochelle

Patricia Lamoureux

Adjunct Instructor of Philosophy
B.A., Ramapo College
M.A., Fordham University
M.A., Maryknoll School of Theology
Ph.D., Fordham University

Carrie Landi

Adjunct Instructor of English
B.A., Marist College
M.A., State University College at New Paltz

John Langan

Adjunct Instructor of English
B.A., State University College at New Paltz
M.A., State University College at New Paltz

Roland Larkin

Adjunct Instructor of Liberal Studies
B.A., State University of New York at Oneonta
M.S., Western Connecticut State University

Kathleen Larson

Adjunct Instructor of Mathematics
B.S., Florida State University
M.S., State University of New York at New Paltz

Patrick Lathrop

Adjunct Instructor of Anthropology
B.S., California State University San Bernardino
Ph.D., University at Albany

Pauline Leary

Adjunct Instructor of Chemistry
B.S., Marist College
M.S., John Jay College of Criminal Justice
Ph.D., Graduate Center of the City University of NY

Cecil Brian Lee II

Adjunct Instructor of Coaching Certification
B.A., University of Michigan
M.P.P., University of Michigan

Justin Ledogar

Adjunct Instructor of Anthropology
B.A., Stony Brook University
M.A., Stony Brook University

Wayne Lempka

Adjunct Instructor of Art
B.F.A., Pratt Institute
M.A., New York University

Janet Leo

Adjunct Instructor of Education
B.A., State University of New York at Oneonta
M.S., State University of New York at Albany

Carole Levy

Adjunct Instructor of Education
B.S., CUNY- York College
M.A., CUNY- York College

Perry Liberty

Adjunct Instructor of Philosophy
M.A., Southern Illinois University

Ronald Lipton

Adjunct Instructor of Physical Education
Rockland Police Academy

Rita Longo

Adjunct Instructor of Computing Technology
B.S., Keene State College
M.S., State University of New York at Albany

Sarah Love

Adjunct Instructor of Environmental Science
B.A., State University of New York at Geneseo
M.R.P., State University of New York at Albany

Peter Ludlow

Adjunct Instructor of Physics
B.S.E.E., Union College
M.S.E.E., Syracuse University

Melissa Lulay

Adjunct Instructor of Academic Support
B.A., Ithaca College
M.S., Northeastern University

Stephen Lynn

Adjunct Instructor of Business
B.A., State University of New York at Albany
M.B.A., Marist College
Ph.D., Kennedy Western University

Patricia Macera

Adjunct Instructor of Modern Languages
Teaching Certificate, Escuela Normal Nacional 10

Alexander Macur

Adjunct Instructor of Computing Technology
B.S., St. John's University
M.S., Marist College

Susan Mahan

Adjunct Instructor of Education
B.A., Marist College
M.A., State University of New York at New Paltz

Michael Mahoney

Adjunct Instructor of Biology
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Joseph Mali

Adjunct Instructor of Philosophy
B.D., Pontifical Urbaniana University
M.A., St. John's University
Ph.D., Fordham University

May Mamiya

Adjunct Instructor of Social Work
A.B., Randolph-Macon Woman's College
M.S.W., Columbia University School of Social Work

Robert Mangan

Adjunct Instructor of Computing Technology
B.S., University of Pennsylvania
M.S., New York University, Leonard N. Stern School of Business

Wendy Maragh-Taylor

Adjunct Instructor of Social Work
B.A., Brown University
M.S.W., New York University

John Marallo

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Lenore Maroney

Adjunct Instructor of Psychology
B.S., College of Mount Saint Vincent
M.A., Manhattan College
Psy.D., Southern California University

Pamela Marras

Adjunct Instructor of Education
B.S., Russell Sage College
M.S., State University of New York at New Paltz

Jesse Marsh

Instructor of Physical Education
B.S., SUNY New Paltz
M.S., LIU Brooklyn

Philip Marsh

Adjunct Instructor of IDCP
B.S., Cornell University
B.S., Capella University
M.S., Marist College

Julie Martyn-Donato

Adjunct Instructor of Music
B.S., West Virginia University Institute of Technology

Christina Massiala

Adjunct Instructor of Physical Education
B.G.S., University of Michigan

Timmian Massie

Adjunct Instructor of Communication
A.S., Dutchess Community College
B.A., Fordham University

Carol Matrianni

Adjunct Instructor of Education
B.A., Marist College
M.S., Long Island University

Laurie Matthews

Adjunct Instructor of Physical Education
B.S., California State University
M.A., Ramapo College

Rosemary Matthews

Adjunct Instructor of Liberal Studies
B.S., State University of New York at Oneonta
M.S., State University of New York at New Paltz

Anne McCabe

Adjunct Instructor of English
B.A., College of St. Rose
M.A., Western Connecticut State University

Colin McCann

Adjunct Instructor of Communication
B.A., State University of New York at Plattsburgh
M.A., Marist College

John McCormick

Adjunct Instructor of Education
B.A., State University of New York at New Paltz

Robert McFarlane

Adjunct Instructor of IDCP
B.A., New England College
M.P.A., Pace University

Edward McLoughlin

Adjunct Instructor of Criminal Justice
B.S., State University of New York at New Paltz
J.D., Pace University Law School

Louise McLoughlin

Adjunct Instructor of Public Administration
B.A., Ithaca College
M.P.A., Marist College

Jennifer McMillian

Adjunct Instructor of English
B.A., Mercy College
M.A., Mercy College

Scott McNeight

Adjunct Instructor of English
B.A., Marist College
M.F.A., Western Connecticut State University

Gerald McNulty

Adjunct Instructor of Communication
B.A., Marist College
M.S., Iona College

Kathy Norton McNulty

Adjunct Instructor of Communication
B.A., Marist College
M.A., Marist College

John McPhee

Adjunct Instructor of Philosophy
B.A., Fordham University
M.A., Fordham University

Linda McPhee

Adjunct Instructor of Environmental Science
B.A., Vassar College
M.S.P.H., University of Massachusetts

Susan L. Mead

Adjunct Instructor of Business
A.A.S., Dutchess Community College
B.S., Marist College
M.P.A., Marist College

Jeffrey Meek

Adjunct Instructor of Mathematics
B.S., United States Military Academy
M.S., Old Dominion University

Rebecca Mensch

Adjunct Instructor of Business
B.A., Vassar College
J.D., Albany Law School of Union University

Edward Messerschmidt

Adjunct Instructor of Music
B.A., The College of William and Mary
M.S.M., George Madison University

Don Meltz

Adjunct Instructor of Environmental Science
B.A., Franklin Pierce College
M.A., University at Albany

Julie Middleton

Adjunct Instructor of Biology
B.A., Russell Sage College
M.S., College of St. Rose

Edward Millar

Adjunct Instructor of English
B.A., Marist College
M.A., Manhattanville College

Joseph Miller

Adjunct Instructor of Mathematics
B.A., Princeton University
M.S., New York University Courant Institute

Robert Miller

Adjunct Instructor of Liberal Studies
B.A., Tufts University
M.A., University of Iowa

Stephen Miller

Adjunct Instructor of Philosophy
B.A., College of William and Mary
M.A., New York University

Steven Minard

Adjunct Instructor of Criminal Justice
B.S., Marist College
M.A., Marist College
Ph.D., Walden University

John Mincarelli

Adjunct Instructor of Fashion
B.A., Wagner College
M.A., New York University

Cathrine Moore

Adjunct Instructor of Physical Education
B.A., Skidmore College

Heidemarie Moore

Adjunct Instructor of Modern Languages
B.A., Towson State College
M.S., Mount Saint Mary College

John Moran

Adjunct Instructor of Physics
B.S., Rensselaer Polytechnic Institute
B.A., State University of New York at New Paltz
M.A., State University of New York at New Paltz

Michael Moran

Adjunct Instructor of Economics
M.B.A., Long Island University

Megan L. Morris

Adjunct Instructor of English
M.A., University of Rochester

Theresa Morris

Adjunct Instructor of Philosophy
B.A., State University of New York at New Paltz
M.A., The New School for Social Research
Ph.D., The New School for Social Research

Lucien Mott

Adjunct Instructor of History
B.A., Alfred University
M.A., Pennsylvania State University
Ph.D., St. John's University

Maharaj Mukherjee

Adjunct Instructor of Computing Technology
B.Tech., Indian Institute of Technology
M.S., State University of New York at Stony Brook
Ph.D., Rensselaer Polytechnic Institute

Bruce Murkoff

Adjunct Instructor of English
B.F.A., New York University

Cheryl-Ann Murphy

Adjunct Instructor of Education
B.A., State University of New York at Oswego
M.S., State University of New York at New Paltz

Laura Murphy

Adjunct Instructor of Criminal Justice
B.A., Immaculata College
J.D., New York Law School

Sharon Murray-Cohen

Adjunct Instructor of Social Work
B.P.S., Bard College
M.S.W., Adelphi University

Carl Nabozny

Adjunct Instructor of Liberal Studies
B. S., Excelsior College
M.P.S., State University of New York at New Paltz

Marshall Nadan

Adjunct Instructor of Political Science
Massachusetts
M.A., Nelson A. Rockefeller College of Public Affairs and Policy

Michael Napolitano

Adjunct Instructor of Music
B.S., Marist College

David J. Nash

Adjunct Professor of Business
B.A., Siena College
M.S., College of St. Rose
Ed.M., Columbia University

Laura D. Natalie

Adjunct Instructor of Music
B.A., State University of New York at Potsdam

Joseph L. Naughton

Adjunct Instructor of Accounting and Business
B.S., Pennsylvania State University
B.B.A., Wichita State University
M.B.A., Baruch College

Kenneth E. Nebel

Adjunct Instructor of Finance
B.A., Tufts University
B.S., Tufts University
M.B.A., Harvard University

John R. Nelson

Adjunct Instructor of Communication
B.A., University of Nebraska at Kearney
M.F.A., Ohio University

Mark A. Nelson

Adjunct Instructor of IDCP
B.S., New York University, Polytechnic School of Engineering
M.S., Marist College

Huy Nguyen

Adjunct Instructor of Business
M.B.A., Texas A & M University

Stephen Niccolls

Adjunct Instructor of Art
B.F.A., University of Massachusetts, Amherst
M.F.A., University of Massachusetts, Amherst

Benedicta Nieves

Adjunct Instructor of Modern Languages
B.A., Hunter College
M.S., State University of New York at Albany

Patricia Noble

Adjunct Instructor of Communication
A.A.S., Dutchess Community College
B.S., Marist College
M.S., Mercy College

Sara Nowlin

Adjunct Instructor of Communication
B.A., Lehigh University
M.A., John F. Kennedy University

Timothy O'Dea

Adjunct Instructor of Criminal Justice
B.S., State University of New York: Regents College
M.A., Boston University

Patrick O'Keefe

Adjunct Instructor of Philosophy
Ph.D., Fordham University

Patricia O'Neill

Adjunct Instructor of English
B.A., National University of Ireland
M.A., National University of Ireland

Alice Omichi

Adjunct Instructor of Medical Technology
A.A.S., Ulster County Community College
B.P.S., Bard College

Wayne Ouderkirk

Adjunct Instructor of Philosophy
M.A., Albany State University
Ph.D., Suny Albany

William Panuska

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Michael Panzer

Adjunct Instructor of History
B.A., State University of New York at Cortland
M.A., Iona College
Ph.D., State University of New York at Albany

Janice Parker

Adjunct Instructor of Computing Technology
B.A., State University of New York at Albany
M.S., Union College
M.S., University of Western Connecticut

John Pecchia

Adjunct Instructor of Accounting
B.S., New York Institute of Technology
M.B.A., Rochester Institute of Technology
D.H.L., American College of Chiropractors

Elena Pelih

Adjunct Instructor of Music
M.A., State Conservatory at Saratov, Russia

Christopher Pels

Adjunct Instructor of Liberal Studies
B.A., Roberts Wesleyan College
M.A., Medaille College
Ed.D., St. John Fisher College

Nicole Peluse

Adjunct Instructor of Communication
A.A.S., Dutchess Community College
B.S., Marist College
M.A., Marist College

Breanne Peni

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.A., State University of New York at New Paltz

Joan Perisse*Adjunct Instructor of English*

B.A., State University of New York at New Paltz

M.A., State University of New York at New Paltz

Theodore Petersen*Adjunct Instructor of Education*

B.S., Adelphi University

M.A., Adelphi University

M.A., State University of New York at Albany

Steven Petruccio*Adjunct Instructor of Art*

B.F.A., School of Visual Arts, NY

Patricia Phillips*Adjunct Instructor of English*

B.A., Marist College

M.F.A., The New School University

John Pinna*Adjunct Instructor of Education and History*

B.A., Marist College

M.S., State University of New York at New Paltz

Lynn A. Piscopo*Adjunct Instructor of Paralegal Studies*

B.A., Marist College

J.D., Pace University School of Law

Amy Pittari-Davis*Adjunct Instructor of Social Work*

B.S., St. Thomas Aquinas College

M.S.W., New York University School of Social Work

E. Rebekah Placide*Adjunct Instructor of Economics*

B.S., York College

M.B.A., State University of New York at New Paltz

James Polk*Adjunct Instructor of English*

B.A., Columbia University

M.A., New York University

George Pollack*Adjunct Instructor of Philosophy*

M.S., Long Island University

M.A., Tufts University

Ed.D., Harvard University

Adam G. Porter*Adjunct Instructor of Psychology*

B.A., Marist College

M.A., Marist College

Joseph Porter*Adjunct Instructor of Business*

B.A., State University of New York at Binghamton

M.B.A., State University of New York at Binghamton

M.S., University of Pennsylvania

M.P.S., Cornell University

Brian Powers*Adjunct Instructor of Health*

B.S., Manhattan College

M.S., New York University

Theresa Powers*Adjunct Instructor of Mathematics*

B.A., Marist College

M.Ed., University of Massachusetts

Thomas Quinn*Adjunct Instructor of Social Work*

B.S., State University of New York- Empire State College

M.S.W., Adelphi University

Ph.D., State University of New York at Albany

Parshuram Rath*Adjunct Instructor of Physics*

M.S., Utkal University

Ph.D., The City College of City University of NY

Jake Reeder*Adjunct Instructor of Philosophy*

B.A., Cornell University

M.A., The European Graduate School

Ph.D., Birkbeck College, University of London

Steve Reifler*Adjunct Instructor of History*

B.A., Manhattanville College

M.A., New York University

Michael Renganeschi*Adjunct Instructor of English*

B.A., Marist College

M.A., State University of New York at New Paltz

Christopher Rettie*Adjunct Instructor of Music*

B.A., Murray State University

M.A., Louisiana State University

Wayne Reynolds*Adjunct Instructor of Education*

B.S., State University of New York at Brockport

M.S., State University of New York at New Paltz

Douglas Richard*Adjunct Instructor of Music*

B.S., Duquesne University

M.F.A., State University of New York at Purchase

Skeeter Richardson*Adjunct Instructor of Economics*

B.A., Eugene Lang College

M.S., State University of New York at Albany

John Ringel*Adjunct Instructor of Computing Technology*

B.S., Marist College

M.S., Marist College

Adam Ritter*Adjunct Instructor of Communication*

B.A., Marist College

John Roche*Adjunct Instructor of Communication*

B.A., Marist College

M.F.A., Western Connecticut University

Henry Rodgers, Jr.*Adjunct Instructor of Economics*

B.A., Wabash College

M.B.A., University of Pittsburgh

Justin Rodriguez*Adjunct Instructor of Communication*

B.A., State University of New York at Fredonia

Donna Roe*Adjunct Instructor of Paralegal Studies*

B.S., Marist College

M.P.A., Marist College

Maria Ronconi*Adjunct Instructor of Philosophy*

B.A., Mount St. Mary's College, CA

M.A., St. Joseph's Seminary

Maria Rosa*Adjunct Instructor of Business*

B.A., State University of New York at Albany

J.D., Union University

Thomas J. Rosato*Adjunct Instructor of Media Arts*

B.M., State University of New York at Purchase

M.M., State University of New York at Purchase

Amelia Rose*Adjunct Instructor of English*

B.A., Notre Dame College

M.A., Brooklyn College

Ph.D., Fordham University

Joseph D. Ross*Adjunct Professor of Liberal Studies*

B.A., Rider College

M.A., Emerson College

Ph.D., The University of Maryland

Terra S. Rowe*Adjunct Instructor of English*

B.A., Luther College

M.A., Wartburg Theological Seminary Diaconal Ministry

S.T.M., The Lutheran Seminary at Philadelphia

Ph.D., Drew University

Steven W. Rossi

Adjunct Instructor of Accounting
B.B.A., Iona College
M.B.A., Fordham University

Christina Royal

Adjunct Instructor of Communication
B.A., Marist College
M.A., Marist College
Ph.D., Capella University

Ann Ruecker

Adjunct Instructor of Psychology
B.A., Boston University
M.P.A., City University of New York- Baruch College

Matthew Ryan

Adjunct Instructor Environmental Science
B.A., Binghamton University
M.A., Binghamton University

Christiaan W. Sabatelli

Adjunct Instructor of English
A.A., State College of Florida
B.A., New College of Florida
M.A., University of Florida
M.A., State University of New York at New Paltz

Gregory Sadler

Adjunct Instructor of Philosophy and Religious Studies
B.A., Lakeland College
M.A., Southern Illinois University at Carbondale
Ph.D., Southern Illinois University at Carbondale

Stephen M. Salese

Adjunct Instructor of Economics
A.S., Dutchess Community College
B.S., Widener University
M.S., State University of New York at New Paltz

Christopher Sandor

Adjunct Instructor of Public Administration
B.A., State University of New York at Albany
M.B.A., Rensselaer Polytechnic Institute
M.P.A., Rockefeller College of Public Affairs and Policy

Steve Sansola

Adjunct Instructor of Religious Studies
B.S.E., State University of New York College at Cortland
M.P.S., State University of New York College at New Paltz

Lauren Santangelo

Adjunct Instructor of History
B.A., Marist College
M.A., City University of New York

Charles H. Saul

Adjunct Instructor of Finance
B.S., Washington University
M.B.A., Washington University

Susan Scanlon

Adjunct Instructor of Business
B.A., State University of New York at Cortland
M.S., Long Island University

Jason Schaaf

Adjunct Instructor of History
B.A., Marist College
M.S., University of Wales, Swansea

John Marc Schroeder

Adjunct Instructor of English
B.A., East Central University
M.A., Oklahoma State University

Steven L. Schwartz

Adjunct Instructor of Physical Education

Karen Scialabba

Adjunct Instructor of Religious Studies
B.A., State University of New York at Oneonta
M.S., Fordham University
Ph.D., Fordham University

Joy L. Sebesta

Adjunct Instructor of Mathematics
A.A.S., Orange County Community College
A.A.S., Dutchess County Community College
B.A., Bard College
M.A.T., Bard College

Nureen Shahid

Adjunct Instructor of Chemistry
B.A., Smith College
M.A., Smith College
Ph.D., Rice University

Edward Shaughnessy

Adjunct Instructor of Criminal Justice
B.A., The Catholic University of America
M.A., Fordham University
M.A., Manhattan College
M.A., New School University
Ph.D., New School University

Kevin Sheamon

Adjunct Instructor of Accounting
B.B.A., Pace University
M.B.A., Pace University

Eric Sheffler

Adjunct Instructor of Music
M.A., Pittsburgh State University

Sandra Sherman

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.A., State University of New York at New Paltz

James Sherwood

Adjunct Instructor of English
B.A., State University of New York at New Paltz
M.A., State University of New York at New Paltz
M.A.T., State University of New York at New Paltz

Ian Shultis

Adjunct Instructor of Physical Education

Edward Shuster

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.A., Temple University

Edward Sickler

Adjunct Instructor of English
B.A., State University of New York at New Paltz
M.A., State University of New York at New Paltz

Ana Silverlinck

Adjunct Instructor of Media Arts
B.A., New School University
M.F.A., University of Southern California

Michele Simonetty

Adjunct Instructor of Psychology
B.A., College of New Rochelle
M.S., Dominican College

Daniel Simpson

Adjunct Instructor of Accounting
B.S., Marist College
M.S., University of Notre Dame - Mendoza College of Business
M.B.A., Columbia University

Monish Singh

Adjunct Instructor of Computing Technology
B.E., Visvesvaraya Technological University
M.S., Marist College

Daniel Smith

Adjunct Instructor of History
M.A., State University of New York College at Cortland

Timothy L. Smith

Adjunct Instructor of Physical Education
B.A., State University of New York at Geneseo
M.S., State University of New York at Albany

Lindsay A. Sproul

Adjunct Instructor of English
B.A., Beloit College
M.F.A., Columbia University
Ph.D., Florida State University

Ann St. Germain

Adjunct Instructor of Education
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Dana Standefer

Adjunct Instructor of English
B.A., Brown University
M.F.A., Bennington College

Roberta Staples

Adjunct Instructor of Social Work
B.A., University of Maine at Orono
M.A., State University of New York at New Paltz

Glenn Stefanski

Adjunct Instructor of Computing Technology
B.S., Marist College
M.S., Marist College

Deborah D. Stein

Adjunct Instructor of Public Administration
A.S., York College
B.S., State University of New York at New Paltz
M.P.A., Marist College

James Steinmeyer

Adjunct Instructor of English
B.A., Marist College
M.T., Roosevelt University

Moris Stern

Adjunct Instructor of Philosophy
B.A., Florida Atlantic University
Ph.D., New School of Social Research

Jordan Stone

Adjunct Instructor of Media Arts
A.S., State University of New York at Dutchess
B.A., Bard College
M.F.A., School of Visual Arts

Maria Suttner

Adjunct Instructor of Modern Languages
M.P., University of Vienna, Austria

Patricia Tarantello

Adjunct Instructor of English
B.A., Marist College
M.A., Fordham University
Ph.D., Fordham University

Angelo Targia

Adjunct Instructor of Modern Languages
B.A., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Geoffrey Tarson

Adjunct Instructor of English
B.A., Binghamton University
M.F.A., Goddard College

Richard Taylan

Adjunct Instructor of Environmental Science
B.S., State University of New York at New Paltz
M.S., State University of New York at New Paltz

Robert Tendy, Esq.

Adjunct Instructor of English
B.A., St. John's University
M.A., St. John's University
J.D., St. John's University School of Law

Noel Tepper

Adjunct Instructor of Business
B.A., Brooklyn College
J.D., New York University

Leonard Thambirajah

Adjunct Instructor of Mathematics
B.S., City University of New York
M.A., State University of New York at Albany

Lorna Thompson

Adjunct Instructor of Education
B.A., Macalester College
M.A., Trinity College

Jennifer Christina Tillman

Adjunct Instructor of Philosophy
B.A., Columbia University
M.A., Boston College

Theresa Tobin

Adjunct Instructor of Criminal Justice
B.S., Marist College
M.S.W., Fordham University
M.A., State University of New York at Albany
Ph.D., State University of New York at Albany

Andrew Tokash

Adjunct Instructor of Liberal Studies
M.S., Marist College

Karen Tomkins-Tinch

Adjunct Instructor of ESOL
B.A., Mercy College
M.A., Rice University

Laura Toonkel

Adjunct Instructor of Art
B.F.A., School of Visual Art
M.F.A., Pennsylvania State University

Robin Diller Torres

Adjunct Instructor of Communication and Psychology
B.A., State University of New York at Purchase
M.A., Marist College

Helen Tsang

Adjunct Instructor of System z
B.S., City College of New York

Glenn Tunstull

Adjunct Instructor of Fashion
Parsons School of Design

Danielle Turner

Adjunct Instructor of Athletic Training
B.A., Marist College
M.S., University of Virginia

Julie I. Turpin

Adjunct Instructor of Fashion
A.A.S., Fashion Institute of Technology
B.A., South Dakota State University

Andrew Tweeddale

Adjunct Instructor of Computing Technology
M.S.C.S., Marist College

Martin Tyce

Adjunct Instructor of Music
B.A., Bethany College
M.A., C.W. Post, Long Island University

Teresa Tyce

Adjunct Instructor of Music
B. A., Bethany College

Analiese Umama

Adjunct Instructor Physical Education
B.F.A., State University of New York at Purchase

Ralph van de Plasse

Adjunct Instructor of Business
B.S., Marist College
M.S., Marist College

Carole Van Duyn

Adjunct Instructor of Education
B.S., State University of New York at Buffalo
M.Ed., State University of New York at Stony Brook

Jon Veilleux

Adjunct Instructor of IDCP
B.G.S., University of Connecticut

Joseph A. Ventura

Adjunct Instructor of Art
B.S., Marist College
M.F.A., New York Academy of Art

Rahul Verma

Adjunct Instructor of Environmental Science
B.S., Michigan Technological University
M.S., Texas A & M University

Nicolas Veroli

Adjunct Instructor of Philosophy
B.A., Oberlin College
M.A., State University of New York at Binghamton
Ph.D., State University of New York at Binghamton

Matthew Viggiano

Adjunct Instructor of Physical Education
B.A., Marist College
M.S., East Stroudsburg University
M.S.Ed., Elmira College

David A. Violante

Adjunct Instructor of Liberal Studies
B.S., Marist College
M.P.H., Columbia University

Amanda Vladick

Adjunct Instructor of English
B.A., Marist College
M.F.A., Stony Brook Southampton

Michael G. Vondras

Adjunct Instructor of Economics
B.S., State University of New York at Albany
M.B.A., Fordham University

Susan Von Reusner

Adjunct Instructor of Business
B.A., Union College
M.P.A., Princeton University
J.D., Pace University

Marilyn Walker

Adjunct Instructor of Philosophy
B.A., Brigham Young University
M.A., Columbia University
M. Phil., Columbia University
Ph.D., Columbia University

Lois Walsh-Gallina

Adjunct Instructor of Art
B.A., Douglas College, Rutgers University
M.F.A., State University of New York at New Paltz

Heidi Weesies

Adjunct Instructor of Communication
M.A., Marist College

Courtney Weglinski

Adjunct Instructor of Communication
B.A., Marist College
M.A., Marist College

Heather Weller

Adjunct Instructor of Business
M.B.A., DeSales University
Ph.D., Capella University

Larry Weisberg

Adjunct Instructor of Business
B.A., Columbia University
M.B.A., Columbia University

Lawrence Weisberg

Adjunct Instructor of Biology
B.S., University of Miami
M.S., State University of New York at New Paltz

Melinda Storey Weisberg

Adjunct Instructor of Business
B.A., North Central College
M.Ed., Edgewood College

William Wenkert

Adjunct Instructor of Biology
B.S., University of Connecticut
M.S., University of New Hampshire
Ph.D., Cornell University

James Wherry

Adjunct Instructor of Health and Psychology
B.A., Bucknell University
M.Ed., Indiana University of Pennsylvania

John Gerard White

Professor of History
A.B., Belmont Abbey College
M.A., Fordham University

Michele Williams

Adjunct Instructor of Academic Support
B.A., State University of New York at Binghamton
M.S., Syracuse University
M.Ed., Marist College

Mary Winby

Adjunct Instructor of Business
B.S., St. John's University
M.A., American Intercontinental University

Jason Winner

Adjunct Instructor of Environmental Science
B.S., University of Kentucky
M.S., University of Florida

Wayne Witherwax, Esq.

Adjunct Instructor of Criminal Justice
B.S., State University of New York at Buffalo
J.D., Albany Law School at Union University

James Wojtowicz

Adjunct Instructor of Accounting
B.B.A., Niagara University
M.B.A., Marist College

Nichole Wolter

Adjunct Instructor of Health Education
B.S., Minnesota State University
M.S., University of Wisconsin-La Crosse

Melissa Woodin

Adjunct Instructor of Accounting
M.B.A., University of Connecticut

David Woolbright

Adjunct Instructor of IDCP
B.S., Davidson College
M.A.T., Emory University
Ph.D., Auburn University

Matthew Wozniak

Adjunct Instructor of Music
M.A., Eastman School of Music

Courtney Wrenn

Adjunct Instructor of Art
B.S., New York University
M.F.A., Maryland Institute College of Art

Nicholas Wright

Adjunct Instructor of English
B.A., State University of New York at Potsdam
M.A., State University of New York at New Paltz

Robert Wright

Adjunct Instructor of English
B.A., University of Florida
M.A., New York University

Zambito, Debra

Adjunct Instructor of Business
M.B.A., Mount Saint Mary College

Lin Zhou

Adjunct Instructor of IDCP
Ph.D., The University of Glasgow

Rick E. Zolzer

Adjunct Instructor of Communication
B.A., State University of New York at Plattsburgh

AFFILIATE FACULTY

SCHOOL OF SCIENCE – AFFILIATE FACULTY APPOINTMENTS

Department of Athletic Training

Arlington High School

Brooke Delia, ATC
Clinical Preceptor
B.S., Marywood University

Matt Mahoney, ATC
Clinical Preceptor
B.S., SUNY Cortland
M.S., SUNY Cortland

Bard College

Justen Lopez, ATC
Clinical Preceptor
B.S., Marist College
M.S., University of Florida

Sam McMullen, ATC
Clinical Preceptor
B.S., Marist College
M.S., University of Toledo

Gennaro Chiropractic

Richard Gennaro, Jr., DC
Clinical Preceptor
B.S., United States Military Academy
D.C., New York Chiropractic College

John Jay High School

Phillip Stamatis, ATC
Clinical Preceptor
B.S., Marist College

Marist College

Jeffrey Carter, ATC
Clinical Preceptor
B.S., State University of New York at Cortland
M.Ed., Old Dominion University

Briana Galeazzi, ATC
Clinical Preceptor
B.S., Quinnipiac University
M.S., Garner Webb University

Justin Giuliano, ATC
Clinical Preceptor
B.S., Massachusetts College of Liberal Arts
M.Ed., Seton Hall

Amanda Greco, ATC
Clinical Preceptor
B.S., Sacred Heart University
M.Ed., California University of Pennsylvania

Nicholas Orapello, ATC
Clinical Preceptor
B.S., Marist College

Marlboro High School

Megan Gebert, ATC
Clinical Preceptor
B.S., State University of New York at Cortland
M.S., James Madison University

Millbrook Orthopedic and Sports Therapy

Jon McKenna, PT
Clinical Preceptor
B.S., Plattsburgh State University
M.P.T., SUNY Upstate Medical University
D.P.T., SUNY Upstate Medical University

Brian Pecchia, ATC, PT
Clinical Preceptor
B.S., Marist College
D.P.T., Sacred Heart University

Millbrook School

Ryan Wagner, ATC
Clinical Preceptor
B.S., Temple University
M.S., Indiana University of Pennsylvania

Moriarity Physical Therapy

John Quinn, PT
Clinical Preceptor
B.S., Dominican College
M.S., Dominican College
D.P.T., Shenandoah University

Newburgh Free Academy

Robert Coudrey, ATC
Clinical Preceptor
B.S., State University of New York at Brockport

Orthopedic Associates of Dutchess County

Lawrence Kusior, MD
Medical Director
M.D., State University of New York Health Science Center at Syracuse

Orthopedic Associates of Dutchess County Physical Therapy

Keith Claire, PT
Clinical Preceptor
B.S., Philadelphia College of Pharmacy and Science
M.S., Philadelphia College of Pharmacy and Science

Keith Duarte, ATC
Clinical Preceptor
B.S., Alfred University
M.A., Western Michigan University

Poughkeepsie High School

Vincent Lawrence, ATC
Clinical Preceptor
B.S., Sacred Heart University

Our Lady of Lourdes School

Daniel Creedon, ATC
Clinical Preceptor
B.S., Marist College

Roy C. Ketchum High School

Kaylan Rhoades, ATC
Clinical Preceptor
B.S., Marist College

Spackenkill Union Free School

Don McChesney, ATC
Clinical Preceptor
B.S., Canisius College

SUNY at New Paltz

Michelle Johnson, ATC
Clinical Preceptor
B.S., State University of New York at Brockport
M.S., University of Buffalo

Bryan Lurie, ATC
Clinical Preceptor
B.S., West Chester University
M.S., James Madison University

The Therapy Connection at MidHudson Regional Hospital

Chris Dayger, PT, ATC

Clinical Preceptor
B.S., University of Minnesota
M.S., University of Minnesota
M.A., The College of St. Scholastica

United States Military Academy at West Point

David Allen, ATC

Clinical Preceptor
B.S., State University of New York at Oswego
M.S., Indiana University

Tim Kelly, ATC

Clinical Preceptor
B.S., University of Iowa
M.A., University of Nebraska at Omaha

Vassar College

Susan Higgins, ATC

Clinical Preceptor
B.S., University of Northern Colorado
M.S., Minnesota State University at Mankato

Danielle Turner, ATC

Clinical Preceptor
B.S., Marist College
M.S., University of Virginia

Department of Medical Laboratory Sciences

Columbia Memorial Hospital, Hudson, NY

MaryEllen Holdridge, MT(ASCP)

Affiliate Instructor of Medical Technology
B.S., Rochester Institute of Technology

Susanne Jarvis

Affiliate Lecturer of Medical Technology
A.A.S., State University of New York, Morrisville

Maryanne Kearney

Affiliate Instructor of Medical Technology
B.S., Mount St. Mary College

Joy Nadeau, MT(ASCP)

Affiliate Instructor of Medical Technology
B.S., Florida Atlantic University

Kingston Benedictine Hospital Laboratories, Kingston, NY

Beverly Baranowski

Affiliate Instructor of Medical Technology
A.A.S., Dutchess Community College
B.S., State University of New York at Brockport

Marianne Beaudet-Fauble

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Linda Faulkner

Affiliate Instructor of Medical Technology
B.S., Hartwick College

Ray Grillo

Affiliate Instructor of Medical Technology
B.S., Siena College

Nancy Harrison

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Syed Khalid Khan

Affiliate Assistant Professor of Medical Technology
B.S.C., University of Karachi
M.S.C., University of Karachi

MidHudson Regional Hospital of Westchester Medical Center, Poughkeepsie, NY

Patti Cardella

Affiliate Lecturer of Medical Technology
A.S., Orange County Community College

Jean Cassella-Knox

Affiliate Instructor of Medical Technology
B.S., Marist College

Dolores Croft

Affiliate Instructor of Medical Technology
B.S., State University of New York at New Paltz

Rita Curtis

Affiliate Instructor of Medical Technology
B.S., State University of New York at Cortland

Kathleen Decker

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Jennifer Dittmann

Affiliate Instructor of Medical Technology
A.A.S., Alfred State University
B.S., Alfred University

Donna DuBois

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Joline Frey

Affiliate Instructor of Medical Technology
B.S., Rochester Institute of Technology

Sean Glacy

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College
A.S., Dutchess Community College
A.S., Ansell School of Business

Heather Halbert

Affiliate Instructor of Medical Technology
A.A.S., Dutchess Community College
B.S., State University of New York at New Paltz

Heather Livingston

Affiliate Instructor of Medical Technology
A.A.S., Dutchess Community College
B.S., State University of New York at New Paltz

Margaret Miller

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Donna G. Phillips-Balint

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Frances Rose

Affiliate Instructor of Medical Technology
B.S., Utica College, Syracuse University

Beth Wade

Affiliate Lecturer of Medical Technology
A.A.S., State University of New York at Delhi

Lynda Wands

Affiliate Instructor of Medical Technology
A.S., Orange County Community College
B.S., State University of New York at New Paltz

Colin Williams

Affiliate Instructor of Medical Technology
B.S., University of Buffalo

Sharon Hospital, Sharon CT

Doreen Alberg, MT(ASCP)

Affiliate Instructor of Medical Technology
B.S., State University of New York at Albany

Denise Blank, MT(ASCP)

Affiliate Instructor of Medical Technology
B.S., Quinnipiac University

Sandra Madsen, BSN, MLT(ASCP)

Affiliate Instructor of Medical Technology
A.A.S., Dutchess Community College
B.S.N., Mount St. Mary's College

Mardi Studer, MT(ASCP)

Affiliate Instructor of Medical Technology
B.S., State University of New York at Plattsburg

St. Luke's Cornwall Hospital, Newburgh/Cornwall Campuses, NY

Valerie Abbott

Affiliate Instructor of Medical Technology
B.A./B.S., Mount St. Mary College

Karissa Bartolotti

Affiliate Instructor of Medical Technology
B.S., Marist College

Maria Cuellar

Affiliate Instructor of Medical Technology
B.S., Marist College

Debra Frank

Affiliate Instructor of Medical Technology
B.S., State University of New York at New Paltz

W. Andrea James

Affiliate Instructor of Medical Technology
B.S., Marist College

Chris Maguire

Affiliate Lecturer of Medical Technology
A.S., Orange County Community College

Mary McCord

Affiliate Instructor of Medical Technology
B.S., Marist College

Carole Semolic

Affiliate Instructor of Medical Technology
B.A., Boston University

Carlin Stivers

Affiliate Instructor of Medical Technology
B.S., Marist College

Lisa Timm

Affiliate Assistant Professor of Medical Technology
B.S., Colorado State University
M.S., Albany Medical College

Loretta Usher

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Vassar Brothers Medical Center, Poughkeepsie, NY**Susan Chmura, MT(ASCP)**

Affiliate Instructor of Medical Technology
B.S., Pace University

Melinda Lee

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Dipti Shah, MT(ASCP), NCA

Affiliate Instructor of Medical Technology
B.S., Guj University
B.S., St. John's University

The Veteran's Affairs Hudson Valley Health Care System, Castle Point, NY**Rachel Anderson**

Affiliate Instructor of Medical Technology
B.S., Marist College

Geralyn Arno

Affiliate Lecturer of Medical Technology
A.S., Orange County Community College

Maria Cracolici

Affiliate Instructor of Medical Technology
A.S., Orange County Community College
B.S., Long Island University, C.W. Post Center

Parul Jani, MT(ASCP) BB

Affiliate Instructor of Medical Technology
B.S., MG Science College
B.S., Vadilal Sarabhai Post Grad and Research College and Institute

Sharon O'Neill

Affiliate Lecturer of Medical Technology
A.A.S., Dutchess Community College

Kathleen Rabasco

Affiliate Lecturer of Medical Technology
A.S., Orange County Community College

Winnie Redden-Moore

Affiliate Instructor of Medical Technology
B.S., St. John's University

Donald Smith

Affiliate Lecturer of Medical Technology
A.S., Orange County Community College

INDEX

A

Academic Advisors 28
Academic Calendar 28
Academic Dismissal 31
Academic Facilities 10
Academic Grants 12
Academic Honesty 30
Academic Honors 30
Academic Learning Center 19
Academic Policies 28
Academic Probation 31
Academic Services 13
Academic Standards 30
Academic Standing 30
Academic Technology and eLearning 13
Adjunct Faculty 314
Admission to the College 26
Admission to the Freshman Class 26
Affiliate Faculty 327
Affirmative Action and Equal Opportunity 10
Alumni 12
Application for Graduation 33
A Sense of Community 8
Athletic Facilities 11
Attendance Policy 29
Auditing 28

B

Board of Trustees 301
B.S./M.S. Program in Computer Science/Software
Development 93
B.S./M.S. Program in Information System 148

C

Campus Life 22
Center for Advising and Academic Services 19
Center for Career Services 18
Center for Multicultural Affairs 20
Certificates
Adolescence Education 103
Childhood Education/Students With Disabilities (1–6) 100
Paralegal Program 169
Physical Education–Coaching 173
Citizenship Requirements 27
College Administration 302
Combined Undergraduate/Graduate Degree Programs 14
Commitment to Service 8
Communication with the College 2
Community Services 20
Liberty Partnerships Program 21
School of Professional Programs 20
Upward Bound Program 21
Veterans 21

Concentrations

Public Administration 181
Public History 182
Public Opinion 182
Core/Liberal Studies Curriculum 42
Course Codes 33
Course Withdrawal and Course Changes 28
Credit for Course Work at Other Institutions 27
Credit for Demonstrable Knowledge Gained
from Life/Work Experiences 27
Credits Within a Semester 28
Cross-Registration 13

D

Declaring or Changing a Major 28
Degrees and Major Field Requirements 33
Donnelly Hall 11
Dual Degrees for Current Students 33
Dyson Center, Margaret M. and Charles H. 11

E

Early Action 26
Early Decision 26
Electives 33
Endowed Scholarships 293
Excellence in Education 8
Exiting the College with Intention of Returning 32

F

Faculty 305
Family Educational Rights and Privacy Act (FERPA) 9
Federal Aid, Grants & Loan Programs 289
Federal Pell Grant 289
Federal Perkins (NDSL) Loan 289
Federal Supplemental Educational Opportunity Grant (SEOG)
289
Federal Teacher Education Assistance For College And Higher
Education Grant (TEACH) 289
Federal Work-Study Program (FWSP) 290
Marist College Campus Employment Program (CE) 291
Financial Aid 285
Financial Assistance 285
Financing Your Education 284
Endowed Scholarships 293
Federal Aid & Loan Programs 289
Federal Family Education Loan Program 291
Financial Aid 285
Marist College Programs 292
Other Scholarships 293
State Aid Programs 287
Statement of Fees 284
Fontaine Hall 11
Franklin D. Roosevelt Studies 13

G

General Education Requirements 33
Global Studies Minor 135
Grading System 29
Graduate Study 13
Graduation Requirements 33
 Degrees and Major Field Requirements 33
 Dual Degrees for Current Students 33
 General Education Requirements 33
 Major Field Requirements 33
 Statement of Requirements for the Baccalaureate Degree 33

H

Hancock Center 10
Higher Education Opportunity Program (HEOP) 20
History of Marist College 8
Honors in Core/Liberal Studies 142
Honor Societies 23, 31
Honors Program 30

I

IBM/Marist Joint Study 9
Index of Programs 34
Information Technology Computer Labs 11
International Student Programs 20
International Students 26
Introduction to Marist 8

J

James A. Cannavino Library 10

L

Leave With No Intention of Returning 32
Liberal Studies 152
Liberty Partnerships Program 21
Lowell Thomas Communications Center 11

M

Major Field Requirements 33
Majors
 Accounting 44
 American Studies 48
 Applied Mathematics 50
 Art History 55
 Athletic Training 60
 Biochemistry 79
 Biology 63
 Biology Education 66
 Biomedical Sciences 68
 Business Administration 70
 Chemistry 75
 Chemistry-Biochemistry 77
 Communication 84
 Computer Science 89
 Concentration in Game Design and Programming 91
 Concentration in Software Development 89
 Criminal Justice 95

Digital Media 55
Economics 97
Education 100
English 105
Environmental Science & Policy 112
Environmental Science & Policy, Policy 115
Environmental Science & Policy, Science 114
Fashion Design 120
Fashion Merchandising 123
French 129
Games and Emerging Media 134
History 138
History/Secondary Education 139
Information Technology and Systems 144
Italian 148
Mathematics 154
Mathematics Education 156
Media Arts 158
Media Studies and Production 160
Medical Technology 163
Philosophy 170
Political Science 174
Psychology 177
Religion 183
Sociology and Social Work 186
Spanish 188
Studio Art 54
Marist College High School Programs 20
Marist College Mission 8
Marist College Programs 292
 Hudson Valley Scholarships 293
 Marist College Grant 293
 Marist College Transfer Scholarship 293
 Presidential and Marist College Scholarships 292
Marist Institute for Public Opinion 13
Marist International Programs 14
Marist Wellness Center 24
Matriculation Policy 26
Membership and Approval 9
Minors
 Accounting 46
 African Diaspora Studies 47
 American Studies 49
 Art History 60
 Biology 65
 Business 73
 Catholic Studies 74
 Chemistry 81
 Cinema Studies 161
 Cognitive Science 83, 180
 Communication 87
 Computer Science 92
 Creative Writing 110
 Criminal Justice 97
 Cybersecurity 92
 Digital Video Production 160
 Economics 99
 English 109

Enterprise Computing 147
 Environmental Policy 117
 Environmental Science 117
 Environmental Studies 118
 Fashion Merchandising 122
 French Language Studies 130
 Games and Emerging Media 134
 Global Studies 135
 Graphic Design 60
 History 142
 Hudson River Valley Regional Studies 143
 Information Systems 148
 Information Technology 147
 Interactive Media 161
 Italian 150
 Jewish Studies 150
 Latin American/Caribbean Studies 151
 Mathematics 156
 Medieval and Renaissance Studies 166
 Music 167
 Philosophy 173
 Photography 60
 Political Science 176
 Product Development 123, 128
 Professional Writing 110
 Psychology 180
 Public Praxis 183
 Religious Studies 185
 Social Work 188
 Sociology 187
 Spanish Language Studies 190
 Studio Art 60
 Theatre 109
 Women's Studies 191
 Monthly Payment Plan 285

N

New Academic Building and Student Center Renovation 10
 New Science and Allied Health Building 10
 New Student Housing Complex 10

O

Office of International Programs 14
 Office of Safety and Security 25
 Office of Special Services/Services for
 Students with Disabilities 19
 Other Scholarships 293
 Outstanding Financial Obligations 285

P

Participation in Graduation Ceremony 33
 Payment of Fees 285
 Pre-College Programs 17
 Pre-Law 17
 Pre-Medical and Other Pre-Health Professional Programs 17
 Private Loan Program 291
 Requirements to Maintain Federal Eligibility 292

Proficiency Examinations 27
 Programs of Study 42
 Pursuing a Second Degree 27

R

Readmission to the College 32
 Recreation 22
 Refunds 285
 Registration 28
 Regular Decision 26
 Repeated Courses 285
 Repeats 30
 Residence Living 22

S

Scholarships 293
 Schools 35
 School of Communication and the Arts 35
 School of Computer Science and Mathematics 36
 School of Liberal Arts 37
 School of Management 38
 School of Professional Programs 41
 School of Science 39
 School of Social and Behavioral Sciences 40
 Special Studies and Programs 13
 Marist-LDM Degree Programs 19
 State Aid Programs
 Higher Education Opportunity Program (HEOP) 20
 Part Time TAP 287
 TAP 287
 Statement of Fees 284
 Statement of Requirements for Minors and Certificates 33
 Statement of Requirements for the Baccalaureate Degree 33
 Student Academic Affairs 19
 Academic Learning Center 19
 Center for Advising and Academic Services 19
 Center for Career Services 18
 Center for Student-Athlete Enhancement 20
 Marist College High School Programs 20
 Office of the Registrar 19
 Student Activities 22
 Student Government, Clubs, and Organizations 23
 Student Programming Council (SPC) 22
 Student Responsibility 28
 Student Services 23

T

Teacher Education 19
 Adolescent Education 19
 Childhood Education/Students with
 Disabilities (Grades 1-6) 19
 Transcript of Record 32
 Transfer Students and Transfer of Credit Policy 26

U

Upward Bound Program 21

V

Values Statement 8

Veterans 21

W

William D. Ford Federal Direct Loan Program, The 291

 Federal Direct Loan Program 291

 Parent Loans for Undergraduate Students (PLUS) 291

 Requirements to Maintain Federal Eligibility 292

Writing Center 13

MARIST

3399 North Road, Poughkeepsie, NY 12601-1387

(845) 575-3000 <http://www.marist.edu>